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ABSTRACT

This guide is a tool to assist educators in the development of high-quality work-based learning sites in New Hampshire as part of the state's school-to-work program. The guide is divided into two sections. The first section, Common Elements of Work-Based Learning, provides information and guidelines for addressing program design issues for all varieties of work-based learning strategies. This section includes the following topics: roles of key players; program planning suggestions; providing guidance and training for staff; recruiting, orienting, and supporting business and community partners; orienting and supporting students; orienting and supporting parents; connecting work and learning; and determining what is working. The second section, Strategies for Five Work-Based Learning Experiences, provides the essential elements of five different work-based learning strategies: industry and community tours, job shadows, service-learning, internships, and registered youth apprenticeships. Except for the registered youth apprenticeship that defines specific guidelines required by the state, each strategy includes the following information: definition of the particular work-based learning strategy; description of the purpose; roles of key players; description of planning tasks specifically related to the strategy; state of New Hampshire regulations; examples for connecting work and learning in the classroom; and an "in-practice" example drawn from the experiences of New Hampshire schools. Appendixes contain the following: lists of national, state, regional, and local work-based learning resources; state health, safety, and liability information; and a glossary. (KC)

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Practices in Work-Based Learning

CE 079 633

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The State of New Hampshire provided work-based learning "in-practice" examples, state regulations for each work-based learning strategy, the contents of the Registered Youth Apprenticeship strategy, state, regional and local work-based learning resources, and health, safety and liability information.

The strategy for service-learning work experiences was adapted from the following resources: South Carolina Department of Education, Public Information Office, 1429 Senate Street, Columbia, SC, 29201; *Learning by Giving,* National Youth Leadership Council, 1910 W. County Road B, St. Paul, MN, 55113; *Principles of Good Practice for Combining Service and Learning,* The Johnson Foundation, Inc., 33 East Four Mile Road, Racine, WI 53402; and *Model Learner Outcomes for Service-Learning,* Minnesota Department of Education, Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101.

A number of people contributed to the development of this guide. Carol Clymer managed the project. Andrea Baker, NWREL, helped us think about how *Connections* could be adapted to meet the unique needs of the state. Emily Rubin, Laura Perille, and Andrea Perault developed an initial draft incorporating many of New Hampshire's own documents. Robin Harris wrote a second draft and final rewrite after New Hampshire's review of the first draft. Sunlight Design formatted the document, and Linda Jucovy, Maxine Sherman and Hilda Rogers helped with editing and proofreading.

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Preface

A dream I have is for New Hampshire to be an example for the entire nation of how to educate our people for the 21st century. When people think of New Hampshire, I want them to say, "Now there's a state with schools that are really meeting the needs of its children, and its families and its business and community partners. There's a state with a highly skilled work force that's ready for the best jobs our economy has to offer. There's a state where I'd want my children to go to school."

—Governor Jeanne Shaheen

The Practices in Work-Based Learning guide was designed as a tool for the development of successful work-based learning opportunities. We believe this guide responds to the needs of educators, businesses and families by fostering academic enrichment and career development within communities throughout New Hampshire. The skills developed through these connecting activities are invaluable, as they will prepare our workforce for the challenges of the 21st century.

—Diane Symonds
Commissioner of Labor

The vision of School-to-Work in New Hampshire is to "Link school and work-based education to create and maintain learning opportunities which prepare all individuals to meet the challenges of a dynamic workplace". Although the work place standards for the year 2000 and beyond are still evolving, it is clear that high standards for all students is essential. Work-based learning adds relevance to a student's education and assist them to better understand the connection between educational choices and their future career opportunities. The Practices in Work-Based Learning guide will assist education staff, students, employers and families to better prepare for the future of New Hampshire's youth.

—Elizabeth M. Twomey
Commissioner of Education

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Introduction

Congratulations! You are about to join with educators, students and business and community partners across the State of New Hampshire on an exciting and important venture into the world of work-based learning.

The goal of the School-to Work Initiative in New Hampshire is to prepare *all* students with the skills, abilities and knowledge necessary to make good career choices. Work-based learning prepares our youth to become independent adults with opportunities for advanced education and career exploration, thus enhancing our economic strength.

What is New Hampshire's School-to-Work Initiative?

Throughout the nation, School-to-Work is gaining momentum as an important educational reform and economic opportunity system that links business and community partners and schools in a partnership to create an educated and skilled work force. In New Hampshire, School-to-Work is a locally developed and controlled collaboration among schools, businesses, labor and the community. The goals of this collaboration of community partners are to: 1) enrich academic experiences and promote career development; 2) ensure smooth, seamless and successful transition for all students from primary grades through high school and on to postsecondary education, work or the military; and 3) equip all students with the skills, abilities and knowledge necessary to be productive in their chosen careers, thereby maintaining, and even improving, New Hampshire's quality of life.

School-to-Work is a system that is changing the way we educate young people. By linking learning and work experience, academic knowledge and skills are immediately applied in an "adult world" context. Combining classroom instruction with work-based learning experiences provides opportunities for students to apply and learn both theoretical and practical knowledge. In addition, they learn and develop skills—such as decision-making, written and oral communication, teamwork and the ability to use technology—that have been identified as important and essential for success in postsecondary education and the world of work.

New Hampshire's School-to-Work initiative is founded on the following fundamental components:

- Building and sustaining quality local partnerships;
- Creating authentic work-based learning opportunities;
- Holding school-to-work activities to high academic and occupational standards;
- Developing seamless articulation between secondary and postsecondary education; and
- Supporting youth with effective career guidance.

The success of any local School-to-Work initiative is directly proportional to how well each of these components is implemented. No one agency or organization can do it alone. Schools and communities must work together in partnership to build a foundation of work-based learning and to provide the resources necessary to help all youth acquire the skills necessary to become independent and productive citizens.

Who benefits from School-to-Work?

The School-to-Work System provides benefits to business and community partners and employees, students, educators and parents/guardians.

BUSINESS AND COMMUNITY PARTNERS AND EMPLOYEES
- gain access to an expanded pool of qualified local applicants
- influence curriculum development to meet the changing needs in the workplace
- evaluate potential employees on-site prior to hiring
- improve productivity and reduce the cost of training entry-level employees

STUDENTS
- develop a learning ethic
- enhance career exploration with relevant workplace learning opportunities
- gain knowledge and experience necessary to make informed academic and career decisions
- interact with many positive adult role models
- build relationships with potential business and community partners

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- develop good work habits and problem solving/critical thinking skills

EDUCATORS
- decrease drop-out rate
- increase postsecondary enrollment and employment of graduates
- increase professional development opportunities
- motivate students to learn -- fewer discipline problems
- integrate academic instruction with work and vocational experiences

PARENTS/GUARDIANS
- increase involvement in student's education and goal-setting
- decrease drop-out rate
- increase postsecondary enrollment and employment opportunities
- increase student's motivation -- fewer discipline problems at home and in the community

What is Work-Based Learning?

Work-based Learning is one of New Hampshire's five (5) fundamental components of School-to-Work. The Practices in Work-Based Learning guide is a tool to assist educators in the development of quality work-based learning sites.

Work-based learning opportunities provide experiences and activities for student learners to understand the relevance of what is learned in school to what it takes to be successful in the workplace. It also provides opportunities for student learners to acquire information on a wide variety of careers and career fields while building a foundation in general workplace competencies.

Work-based Learning opportunities should:
- include a planned program of job training and work experience that is coordinated with learning in the school-based components;
- provide work experience which represents "All Aspects of an Industry";
- provide instruction in general workplace competencies; and
- incorporate workplace Mentoring
  (P.L. 103-239, The School-to-Work Opportunities Act of 1994, Section 103).

For whom is work-based learning intended?

All students need exposure to the world of work and opportunities to engage in career exploration. "All students" refers to *everyone*—both in- and out-of-school youth from a broad range of abilities, backgrounds and circumstances. School-to-Work initiatives must include opportunities for all youth, Kindergarten through Postsecondary education and beyond, to move from one developmentally appropriate work-based learning activity to the next in a smooth and sequential order.

What is the importance of Work-Based Learning in New Hampshire?

In the State of New Hampshire, work-based learning plays an integral role in work force preparation. Through work-based learning, students gain employability and occupational skills while, at the same time, applying and developing their academic skills. In work-based learning, the school, the workplace and the community all become resources for student learning. Students have the opportunity to interact with adults, observe and ask questions, experience hands-on activities, and reflect on what they have learned. Work-based learning provides students with the opportunity to demonstrate what they already know and to acquire new skills and knowledge they need in order to make a successful transition from school to postsecondary education, training or work.

Work-based learning also recognizes that focusing only on job-specific skills is insufficient. Students need to acquire broad business skills and knowledge as well. Learning about "all aspects of the industry"—planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues—prepares youth to meet the demands of an ever rapidly changing world and work force. Gaining experience in all aspects of industry encourages youth to pursue management and entrepreneurship opportunities and to branch out into other fields of interest.

In support of these work-based learning efforts, a variety of state agencies have joined forces to create a strong foundation for serving all learners in the emerging, transitional and current work force. This foundation is built on the belief that all students must:

implementing all varieties of work-based learning strategies. This section is organized by the following topics: *Roles of key players, Program planning suggestions, Providing guidance and training for staff, Recruiting, orienting and supporting business and community partners, Orienting and supporting students, Orienting and supporting parents/guardians, Connecting work and learning* and *Determining what is working.*

- **Strategies for 5 Work-Based Learning Experiences** provide the essential elements of five different work-based learning strategies: *Industry/Community Tours, Job Shadows, Service-Learning, Internships and Registered Youth Apprenticeships.* These strategies have been developed both to maintain consistency across the State of New Hampshire and to allow for individuality. All of the program components can easily be tailored to meet the specific needs of different communities and school systems.

  Each strategy, except for the Registered Youth Apprenticeship that defines specific guidelines required by the State of New Hampshire, includes the following information:

  - Definition of the particular work-based learning strategy
  - Description of the purpose
  - Roles of key players
  - Description of planning tasks specifically related to the strategy
  - State of New Hampshire regulations
  - Examples for connecting work and learning in the classroom
  - An "in practice" example drawn from the experiences of New Hampshire schools.

This guide also has appendices prepared by the State of New Hampshire containing national, state, regional and local work-based learning resources, and state health, safety, and liability information.

As the work-based learning system evolves in New Hampshire, this guide will expand. Currently it focuses on the emerging work force as developed by schools. Future supplements will include sections for business, parents/guardians and students.

- Develop an understanding of the connection between school, work and the achievement of their career and life goals;

- Prepare for postsecondary education as well as for a variety of jobs within a career cluster or field;

- Develop entry-level job skills, including those skills outlined in the Secretary's Commission on Achieving Necessary Skills (SCANS), as essential for successful job performance;

- Become acquainted with a number of local businesses and industry sectors; and

- Receive recognized credentials for both academic and occupational skills.

In order to realize these goals, School-to-Work initiatives must provide a variety of work-based learning opportunities. These experiences vary in complexity, duration and formality; thus, each requires varying amounts of time for planning and varying levels of staff, business and community partners commitment.

The State of New Hampshire has assembled this guide to assist schools as they plan and implement a variety of authentic work-based learning opportunities.

What is in this guide?

The purpose of this guide is to establish a framework of work-based learning experiences in New Hampshire, inspire a commitment to providing more work-based learning opportunities for our youth and offer suggestions for planning and implementing work-based learning strategies.

This guide is a work in progress and represents discussions and planning sessions with educators, business and community partners and government officials in the State of New Hampshire regarding its School-to-Work Initiative. As changes occur in best practices or law, you will receive updates to replace old information.

This guide is divided into two sections:

- **Common Elements of Work-Based Learning** provides information and guidelines for addressing program design issues common to planning and

How to use this guide

There is no one right way to implement work-based learning and there is no single tool that can meet the needs of every school. Each community, worksite and school across New Hampshire has unique and different resources, goals and needs. It is not necessary to start at ground zero in developing a School-to-Work initiative. Use this guide to gain new information, foster new ways of thinking and find existing experts and resources to complement and build on what you already know and are doing.

Common Elements of Work-based Learning

- Roles of key players
- Program planning suggestions
- Providing guidance and training for staff
- Recruiting, orienting and supporting business and community partners
- Orienting and supporting students
- Orienting and supporting parents/guardians
- Connecting work and learning
- Determining what is working

Roles of key players

School-to-Work initiatives are successful when all key players understand the benefits of participation, their roles and responsibilities. The following key players—students, parents/guardians, educators, and business and community partners—are critical to providing meaningful work-based learning opportunities. Exactly who fulfills the responsibility for each role will be unique to every school, organization and business and community. For example, at the school, counselors, administrative staff, School-to-Work coordinators, administrators, parents/guardians and community volunteers assume different responsibilities. At each worksite, human resources staff, line supervisors and/or management coordinates their roles differently. Emphasis should not be placed on a specific position but rather on assuring that every role is experienced and responsibility completed.

■ **Students** are responsible for identifying their interests and goals and actively participating in school and worksite activities. They can realize the following benefits:

- Explore their interests and think about their goals;
- Meet interesting people from exciting fields with diverse backgrounds as they "get a taste" of different career possibilities;
- Gain knowledge and experience necessary for making informed decisions about their future, including decisions about applying to college, training programs and/or applying for jobs;
- Discover how academic skills are used in the workplace, including problem-solving and critical-thinking skills;
- Make the connection that skills acquired in school can help lead to a fulfilling future; and
- Establish important relationships within their community.

- **Parents/guardians** provide meaningful support and reinforcement for students' work-based learning activities by encouraging students to talk about their experiences and lessons learned. More specifically, they:
  - Participate in a community effort to make learning an exciting experience;
  - Get more involved with children's education, interests and goals;
  - Encourage children to become motivated about school and interested in thinking about postsecondary education and employment opportunities;
  - Help students make the connection that what they learn in school plays an important role in their future; and
  - Help children discover that learning is a lifelong process.
- **Educators** help students reflect on their worksite experiences and make connections between school- and work-based learning. They help to:
  - Acknowledge and promote learning that occurs beyond the walls of the classroom;
  - Encourage students to identify and pursue their interests and goals;
  - Make the connection that what students learn in school plays an important role in their lives;
  - Build relationships with other educators across the school system and the state;
  - Bring curriculum alive through real-life experiences;
  - Motivate students to learn;
  - Encourage students to continue their education beyond high school; and
  - Partner with community members to provide exciting and meaningful learning and service opportunities.
- **Business and community partners** collaborate with school coordinators to offer learning opportunities at their worksite and contribute to planning

work and academic integrated curriculum. In the process, they:

- Participate in a community effort to introduce students to the world of work by providing relevant workplace learning opportunities;
- Boost employee morale by asking them to serve as role models and mentors for students;
- Improve productivity as a result of high employee morale;
- Demonstrate to employees that learning is a lifelong process;
- Prepare the emerging work force by giving them first-hand experience in the world of work; and
- Make recommendations for work-based learning to meet the changing needs of the workplace.

Program planning suggestions

Preparing for work-based learning requires time, perseverance, collaboration and commitment to accept new and different methods for learning and acquiring skills. It cannot be accomplished all at once, but rather is successful with small, thoughtful steps that develop strong partnerships and a clear direction. To ensure a solid foundation for your School-to-Work initiative, keep the following in mind:

- **Develop a plan.** Taking the time to plan is essential for creating a work-based learning initiative that can evolve and endure. Your planning process is likely to involve these steps:
    - Develop a common vision with all stakeholders—school administrators, staff and students, community leaders, business and community partners, labor leaders and parents/guardians;
    - Define goals and purposes;
    - Determine strategies for reaching those goals;
    - Identify constraints and resources; and

- Create mechanisms for evaluating success.

- **Forge strong relationships with stakeholders.** Stakeholders are those individuals and agencies that champion and support your initiative. They should include representatives from private business, the public sector, labor unions, schools, local and state government, community organizations and parents/guardians. Stakeholders provide (1) a big-picture view of how work-based learning efforts fit with community goals; (2) valuable resources, including materials, time and expertise; and (3) a voice of power when lobbying for financial and other support. Organize stakeholders into a round table or board and establish regular meetings, at least quarterly, for ongoing dialogue and participation.

- **Involve labor unions and frontline workers.** As the voice of workers, labor unions have a special role mandated under the School-to-Work Opportunities Act. Their decades of experience in developing training programs and applied curricula and skills standards are invaluable to work-based learning efforts. Labor unions understand workplace dynamics, worker rights and labor history and can offer this information to students. When work-based learning is arranged at union workplaces, it is important that unions participate from the beginning in planning. Therefore, educators should always inquire, as planning begins, whether workers are represented by a labor union. If desired, the NH AFL-CIO can help provide introductions to appropriate union officers at these workplaces.

- **Develop sequential and meaningful work-based learning opportunities and activities for students.** The most important indicator of a successful work-based learning initiative is how well activities and experiences prepare youth to become independent and productive adults. Work-based learning activities must be planned with intentional outcomes to ensure that youth gain meaningful knowledge, skills and experience. Based on developmental appropriateness, individual interests and needs, youths should engage in a succession of work-learning activities from simple (tour of a worksite) to complex (internship) over the course of Kindergarten-Grade 16 instruction.

- **Review and follow all school, district and State of New Hampshire work-based learning regulations.** Consult local and district experts for legal policies and requirements. State of New Hampshire regulations are provided in the *Strategies for* 5 *Work-Based Learning Experiences* section of this guide. Forms and additional instructions can be found in *Appendix C: Work-Based Learning and Liability and Child Labor Laws.*

- **Follow transportation policies.** For work-based learning experiences that require transportation, be sure to refer to and follow district transportation policies. Comply with restrictions and prohibitions that may apply.

- **Build in evaluation and assessment processes.** Every work-based learning initiative benefits from having evaluation tools built into the programmatic structure. Most importantly, evaluation functions as a method to gauge how well you are meeting your goals. Regional School-to-Work coordinators across the state are currently seeking raw data from work-based learning collaborations, such as numbers and types of students served and comparisons of incoming student expectations/anticipated goals with actual outcomes. Gathering this type of data to document program successes is critical in generating community and financial support. Ongoing meetings with stakeholders, accurate record keeping, clear and concise goals, regularly scheduled reports of findings, focus groups and business and community partners and student surveys are a few examples of ways to gather data and feedback. See *Determining what is working* in this section for more examples.

- **Get out the word.** Letting people know about your work-based learning initiative builds enthusiasm and community support that, in turn, will help you develop essential partnerships. Newspaper articles, public service announcements, bulletins and flyers are effective ways to market the success of your program and attract the interest of businesses, labor unions, students and parents/guardians. Once people become invested, they tend to become excellent ambassadors and advocates of work-based learning initiatives. Circulating materials that clearly state the benefits of School-to-Work for business and community partners, employees, educators, students and parents/guardians is the first step in engaging these primary stakeholders.

- **Don't reinvent the wheel!** Canvas your own community to find out who has already developed resources that you can use—business and community partners data base at an employment agency, Rotary Club list of speakers for industry tours and the local technical school for listings of apprenticeship connections. Also, use the expertise of others. See *Appendix A: State, Regional and Local Work-Based Learning Resources* and *Appendix B: National Work-Based Learning Organizations and Resources* for current work-based learning resources.

Providing guidance and training for staff

The strength and success of work-based learning will be contingent on how well staff are prepared and supported in their efforts. It is essential that staff have time to learn about, discuss, process, plan and implement work-based learning experiences. Programs should:

- Plan regularly scheduled meetings for all staff to contribute to developing the vision, plan and goals for your School-to-Work initiative;
- Support participation in professional development opportunities, such as local, state and national workshops and conferences, to learn about School-to-Work strategies and to share what you are doing with others;
- Provide on-the-clock paid time to integrate curriculum, do team planning and develop work-based learning activities;
- Supply time and resources to form community partnerships, meet with stakeholders, observe students at work-based learning sites and recruit, orient and support business and community partners;
- Structure opportunities for networking with the many school and business and community partners across New Hampshire who are already actively involved with work-based learning efforts. See *Appendix A: State, Regional and Local Work-based Learning Resources* for contact information.

In addition, staff need opportunities to learn about the world of work outside of the classroom, such as teacher job shadows, internships and externships, to expand their vision outside of the classroom and learn creative ways to connect work and learning. In externships, teachers and counselors learn about and practice work skills and competencies while working at a business or a community agency part-time in the school year or during the summer. For example, an English teacher might complete a four-week externship at a newspaper office to learn how to enhance curriculum related to news and publishing. Teachers might also participate in teacher-business exchanges, where a teacher works at the business site and a business and community partner teaches at the school for a specified period of time.

Recruiting, orienting and supporting business and community partners

To create work-based learning experiences for students, you must establish a network of business and community partners committed to providing opportunities for youth to enhance academic skills and learn about the world of work. Business and community partners for the purposes of this section are defined as those who provide work-learning opportunities for youth—community agencies, the private and public sector, schools, etc. Following are suggestions for how to recruit, orient and support business and community partners:

Recruitment

- **Use current contacts.** When trying to find worksite hosts, start with people you already know. Use companies or organizations that have been associated with the school in other ways. For example, a health center that regularly communicates with the school nurse or a scientist from a biotechnology company who participated in a career day. Find out if your school maintains lists of high school alumni who might sponsor work-based learning experiences.

- **Find a supporter in a local company or organization.** It might be the CEO, director of human resources or a secretary. It takes just one interested person within an organization to help you gain access to other individuals willing to participate in work-based learning experiences. Some organizations have volunteer coordinators or community outreach departments that will recruit work-based learning partners within the organization.

- **Use "connecting" organizations to develop business and community contacts.** These organizations include professional associations, college alumni centers and churches. They can provide access to mailing lists, print notices in newsletters, volunteer meeting space or share their own expertise in recruiting. Members can help you network with business executives and community agency circles and can volunteer their own worksites.

- **Collaborate with postsecondary education institutions, including the NH Community Technical Colleges system.** Many students have never visited a college. Building familiarity with postsecondary institutions will encourage them to consider further education and recognize employment opportunities at these schools.

- **Don't overlook your own backyard!** In-school work-based learning opportunities abound as well. Food services, office, administration, facilities, transportation, financial support services, etc., can provide excellent work-learning opportunities.

- **Use students and parents/guardians.** Ask students and parents/guardians for ideas of business and community partners to recruit. Parents/guardians, extended relatives and associates can provide a huge network of potential work-learning sites. Some schools also require that older students seek out their own work-learning sites to help them develop confidence and skill in navigating the community.

- **Identify the benefits business and community partners will gain from participating.** Many agencies want to be recognized as supporting their community, especially the schools. Others might see their participation as a way to boost employee morale. Still others might see their involvement as a step toward helping to prepare potential employees. See *Roles of key players* in this section for further benefits of employer involvement.

- **Identify a lead person who will be your key contact.** That person can help you coordinate the work-based experience and identify others within the organization that would be willing to participate. Be sure to follow the proper chain of command within the organization and to be respectful of agency/company policies and procedures.

- **Develop an introductory information packet for community and business partners.** Include information about your school, its history and the student population. Give specific information about work-based learning goals and purposes and what their specific roles and responsibilities would be as a worksite host. Present a range of different work-based learning experiences they may want to participate in—career speakers, industry tour, job shadow, career exploration, apprenticeship and internship. Also, be prepared to answer questions about liability issues.

Orientation

- **Organize an orientation session.** The information you provided during recruitment may be too general or may have been misplaced. It is important to formally present the program mission, goals and expectations to those who will be working with students. Orientation discussions should cover roles and responsibilities of partners, program structure and objectives, adolescent behavior and who to contact at school for ongoing communication. Be prepared to address insurance and liability, child labor laws and confidentiality. Find out company policies regarding these issues.

- **Explain what to expect from youth**. Visiting worksites is an exciting time of exploration, risk-taking and personal growth for students; however, it can also be frightening. Most students are in the process of developing appropriate social, emotional and work skills. Discuss what to expect from students—reticence, inappropriate behavior, enthusiasm, excitement and great behavior! Establish clear guidelines with business and community partners and students regarding appropriate behavior and proper actions if problems arise. Review business and community partners plans for activities to make sure youth are engaged in developmentally appropriate, challenging and interesting activities.

- **Clarify roles and responsibilities of key players**.

Support

- **Maintain regular contact with business and community partners.** Whether in person, by telephone or through meetings or electronic correspondence, staying in regular contact with business and community partners will help you identify and resolve problems early. It also helps business and community partners feel connected with and part of the work-based learning partnership.

- **Maintain regular contact with community based organizations (i.e. Vocational Rehabilitation, Job Training Council, NH Employment Security, Department of Labor, etc...).** These organizations work with business and community partners to establish modified work practices and procedures that easily link to work-based learning opportunities for youth.

- **Plan business and community partners recognition activities.** Send the message to business and community partners working with your school and students that their participation is highly valued. In addition to sending thank-you letters, plan activities such as recognition breakfasts or special assemblies to honor and celebrate your partnership.

- **Use the media to highlight business and community partners contributions.** Contribute articles to the school, local and company newspapers/newsletters to inform the community about work-based learning. Invite television and radio representatives to report on your successes and highlight community partnerships.

Orienting and supporting students

The primary purpose of work-based learning experiences is to enhance the academic and work skills of youth; therefore, it is important to involve youth in planning and participating in work-based learning activities. It is assumed that most students will participate in work-based learning experiences as part of regular school requirements; therefore, this section does not address student recruitment. Tips for orienting and supporting students include:

- **Involve students in decision-making and planning.** Young people should have a say in decisions about work-learning experiences they need and are interested in. Examples of encouraging student involvement include participating in stakeholders' meetings, recruiting worksites and planning their own integrated work-learning projects and/or activities.

- **Publicize student work-based learning experiences.** Plan methods for students to share information with others about their work-based learning experiences—student assemblies, classroom presentations, board meeting presentations, school and local newspaper articles and yearbook.

- **Conduct surveys to determine students' interest in different career areas.** Involve the career counseling office in administering career interest surveys. Inform students that worksites will be developed to match their interests and that they will have opportunities to explore a variety of career options.

- **Conduct an orientation for students.** During the orientation, explain the purpose and structure of a work-based experience and how the activities are coordinated with classroom instruction. Involve students in planning the orientation. Students who have completed work-based learning experiences should share their experiences. Demonstrate for students how work-based learning will help them succeed and realize their postsecondary education and career goals. Send home written information to parents/guardians that explains the benefits and purposes of work-based learning.

- **Help students identify and address anxiety about worksite experiences**. Venturing into the community and interacting with working adults will be a new experience for many students. Provide tips on how to present themselves, including how to ask questions and how to dress appropriately. Develop discussion groups for students to share tips with their friends about worksite experiences.

- **Assist students in completing connecting work and learning activities.** Provide support to students as they complete challenging activities that help them connect what they learn at school with what they learn and do at the worksite. Activities should allow students to use skills they have, learn new skills, experience increased responsibility and see the connection between school and work. See *Connecting work and learning* in this section for additional suggestions. Also, each of the *Strategies for 5 Work-Based Learning Experiences* provides examples of connecting work and learning.

- **Connect students with appropriate community based organizations (i.e. Vocational Rehabilitation, Job Training Council, NH Employment Security, Department of Labor, etc...).** These organizations work with adults and youth to establish modified work practices and procedures.

Orienting and supporting parents/guardians

As you plan work-based learning experiences, keep parents/guardians informed of the goals, benefits and purposes of these activities. Parents/guardians are critical allies in building business and community partners support, encouraging youth participation, assisting with recruiting and other logistical needs. Keep in mind these points:

- **Invite parents/guardians to participate in developing goals and planning activities.** Engaging parents/guardians in the early stages of planning will foster clear understanding of the purposes of work-based learning and the benefits to youth and parents/guardians.

- **Regularly disseminate information to parents/guardians.** Schedule parent meetings, send newsletters and written information home and contact parent organizations to clearly communicate the purpose of work-based learning activities, how participation benefits youth, what business and community partners are involved and how academic and work learning is improved.

- **Plan an orientation session for parents/guardians.** It is important for parents/guardians to be able to meet together to learn and ask questions about work-based learning. Explain the goals of work-based learning, benefits of connecting work and learning, opportunities for enhanced application of skills and, improved preparation for postsecondary education and careers. Clearly describe the activities students will be involved in and discuss parent roles and responsibilities.

- **Ask parents/guardians to recruit partners and worksites.** Parents/guardians can assist in recruiting worksites as potential work-based learning sites, as well as contacting organizations and clubs to which they belong.

- **Include parents/guardians in recognition activities.** Parents/guardians can plan and participate in activities that recognize the efforts of business and community partners and success of youth in work-based learning experiences.

Connecting work and learning

Work-based learning integrates classroom instruction with structured worksite activities. This allows students to increase career awareness and gain occupational and employability skills while advancing their academic skills. These goals are not automatically achieved by virtue of students visiting a worksite. The time students spend in the classroom and at the worksite must be well structured and require students to think, develop, apply and demonstrate skills for learning to be meaningful. Following are methods for helping students make strong and authentic connections between work and learning:

- **Project-based learning** engages students in complex issues and asks them to acquire and apply skills and knowledge in a variety of contexts. Students, teachers and even business and community partners work collaboratively to define the theme, goals and activities of the project and to negotiate outcomes and assessment criteria. Projects have a beginning, middle and end. They culminate in one or several products that are presented to an audience of teachers, administrators, student peers, business and community partners, parents/guardians and/or other members of the community. Products, such as interviews, books, collages, murals, paintings, maps with legend, speeches, cartoons, videos, experiments, slide shows, pamphlets, editorial essays, music, surveys are proof of student learning.

  Projects can be simple—just one activity and product. For example, following a job shadow in a doctor's office, a student demonstrates for her class how to take a blood pressure reading. Projects can also be more complex with multiple activities and products, such as learning computer-assisted design and developing plans to build a wheelchair ramp. Bottom line, projects engage students in the learning process and reinforce work and classroom application of skills.

- **Reflection activities** and assignments are designed to: (1) encourage students to analyze their learning experiences in the context of their interests, abilities and values, (2) connect work with what they are learning in school, and (3) set meaningful personal and career goals. Reflection can be organized as group discussion, journal writing, role playing or multimedia projects as well as any other activities that help students apply what they have learned to their own lives and futures.

  Each reflection activity should have a documentable purpose. Examples include: give an artistic performance of…make a presentation about…teach a class on…solve a problem regarding…share information about…analyze a situation for the purpose of…organize an event to…communicate the message that…raise funds for…supervise an activity for…respond to the need for…supervise an activity to…respond to the need for…report on an issue in order to…increase awareness of…resolve a conflict about…etc.

- **Portfolios** document and demonstrate growth in students' academic, work and personal skills. A portfolio is an open-ended collection of a student's work, which the student and teacher periodically review and use as a basis for determining progress and identifying skills that need development. The portfolio should contain a variety of evidence that exhibits student knowledge, skills and interests. Standard career portfolio pieces include a personal statement about career goals, resume, letter of recommendations from work-based learning hosts, work samples, writing samples, transcripts, certificates and awards. Each work-based learning experience should culminate in a product that can become part of the student's portfolio.

- **Integrated curriculum** is a way of organizing curriculum content so that academic learning and hands-on worksite experiences are linked to complement and reinforce each other. A simple example of an integrated curriculum is guiding students in a hands-on activity that challenges them to apply knowledge and practice skills learned in a previous lecture. Work-based learning encourages subject area teachers to integrate curriculum with worksite experiences. For example, a student studying early childhood development in psychology class volunteers at a day care center and creates a mobile appropriate and simulating for newborns. Another student, observing a Phlebotomist in a clinical laboratory as part of a job shadow, returns to biology class to study components of blood.

Vocational and technical education, trade unions, youth apprenticeship and some internship programs have formal integrated curriculum requirements with standardized outcomes. Evaluating these curricula can provide ideas of how to integrate regular classroom study with work-based learning.

- **"All aspects of the industry"** is a method for integrating curriculum that can be used as a framework for structuring work-based learning experiences. "All aspects of the industry" emphasizes broad, transferable knowledge of the workplace rather than job-specific skills. As originally defined by the Carl D. Perkins Vocational and Applied Technology Act, all aspects of the industry include these eight components common in every industry or enterprise: (1) planning, (2) management, (3) finance, (4) technical and production skills, (5) underlying principles of technology, (6) labor issues, (7) community issues, and (8) health, safety, and environmental issues. Some programs have added additional components, such as ethics, history and economics. Examples of how to use all aspects of the industry are included in several of the *Strategies for 5 Work-Based Learning Experiences.*

Determining what is working

Evaluation is an integral part of all successful work-based learning initiatives. All responsible partners want to assess the degree to which they are successful in contributing to a meaningful experience for students. Plan to monitor and assess program results on a continuous basis to prove how the investment of all key players—students, business and community partners, parents/guardians and schools—is paying off and making a difference to students. Following are suggestions for how to collect feedback information:

- **Questionnaires.** Determine the questions that might be asked by school system administrators, elected officials, corporate funders and others to prove positive results from their investment. These questions are likely to include: How many students were involved? How many businesses and community organizations participated? What kinds of work-based learning experiences were provided? How did students and the companies or organizations benefit? What did students learn to help them succeed in the world of work? How did students rate their experiences? What connections between school activities and the work world did students report? How did the experience help students begin to identify career goals?

You might also collect information that addresses the achievement of student outcomes—students' grades in school before and after work-based learning, the number of students enrolled in postsecondary education and the rate of employment after graduation. Whatever information you choose to gather, design a data collection process at the *beginning* of your program. It is easier to track data from the get-go rather than to spend the time and effort involved in backtracking later.

- **Student assessment surveys.** A simple questionnaire for students to complete after a work-based learning experience provides useful information about what students learned and how well the experience worked for them. It may also help you identify changes you can make to improve future experiences. In addition, this information can be used to guide students' reflection activities in the classroom.

- **Business and community partners surveys.** A survey of business/community partners provides useful feedback about their continued interest and participation. Asking hosts' opinions acknowledges their participation and thanks them for their support. Encourage their suggestions of how to strengthen the partnership.

- **Focus groups or feedback sessions.** Face-to-face small group discussions can provide more dynamic feedback than written surveys. Organize regular sessions with students, parents/guardians, site visit hosts and school staff.

- **Summary report.** Even if it is only a few pages long, a report summarizing the year's experiences with work-based learning can be an extremely useful tool. The summary report allows all key players to share comments of review and evaluation about the program, identify changes that need to be made, and highlight successes. It can also be used to thank and recognize key players and stakeholders. Finally, the yearly report provides a written "history" of the growth and development of work-based learning in your community.

- **Additional record keeping.** Keep a record of all newspaper articles, media interviews, special recognition awards or events connected with work-based learning. Use multimedia—video, CD-ROM and photography to record and market the success of work-based learning.

Strategies for 5 Work-based Learning Experiences

- Industry/Community Tours
- Job Shadows
- Service-Learning
- Internships
- Registered Youth Apprenticeships

Industry/Community Tours:

A strategy for work-based learning

During an industry/community tour, a group of students, escorted by school staff, tour a business, non-profit organization, government agency or community site. A visit typically lasts one to three hours and includes a presentation about the business or organization and, where appropriate, the industry as a whole. The most effective tours allow students to speak directly with employees to learn about occupations within the organization. By visiting the work/community site, talking with employees and observing activities, students learn a sense of general workplace culture and practices.

What is the purpose of an industry/community tour?

Industry/community tours can help accomplish the following:

- **Introduce students to the world of work by exposing them to a variety of professions and career paths.** Tours spark students' interest in a variety of careers and serve as a launching pad for ongoing career exploration.

- **Help students recognize required academic and employability skills required in the workplace.** Students begin to understand the complexity of a business and illustrate the relationship between learning and work. They observe how academic skills are used at the workplace.

- **Increase familiarity and connection with the community.** Students observe different career opportunities, learn how the community functions and meet different adults who live and work in the community.

What are the roles and responsibilities of industry/community tour key players?

For many students, teachers, school and business and community partners, tours may be the introduction to what will become a range of work-based learning activities including more complex experiences such as apprenticeships and service-learning. Thus, it is particularly important that all key players have a clear understanding of their roles to ensure a positive work-based learning experience for everyone.

- **Students** are responsible for actively participating in the tours, asking questions and listening to the presentations, reflecting on their own interests and goals and completing all assignments. They contribute to developing classroom connection activities and making application to their own interests and lives. They may or may not play a role in identifying or recruiting business and community partners to be visited.

- **Parents/guardians** encourage their children to talk about their experience and lessons learned. They may volunteer their own business or organization as a tour site, recruit other sites and/or accompany youth on the tour.

- **Educators** manage the logistics of the tour—scheduling, transportation and legal responsibilities. They recruit, orient and follow up with host sites. They also plan strategies to make learning meaningful—they design activities that relate academic content to the site visit and guide student reflection.

- **Business and community partners** host the tours to inform students about the worksite and related career opportunities. They inform their own staff of the student visit, coordinate logistics with the school and clarify legal rights, responsibilities and liabilities.

- **Community partners** (such as social service agencies, Chambers of Commerce, professional organizations and labor unions) help recruit businesses and agencies to participate in the tours. They also advocate more generally for work-based learning opportunities within the school system.

- **The NH Department of Labor** prescreens all business and community partners participating in the tours.

What are industry/community tour key planning tasks?

The tasks outlined below are specific to implementing industry/community tours. It is assumed that a strategic plan for work-based learning has already been established by the school, staff is trained, business and community partners have already been recruited and evaluation and assessment procedures are in place. For information about these issues, see the *Common Elements* section.

The educator tasks described below might be handled by one key organizer or divided among several staff such as teachers, the School-to-Work coordinator, counselors, administrators, parents/guardians and/or interns.

✓ **Determine the number of students who will be involved.** The larger the number participating in the activity, the more coordination is needed to ensure every student will benefit from the experience. Smaller groups mean more individual attention can be provided by the business and community partners.

✓ **Recruit industry/community tour sites.** Involve students and parents/guardians in identifying tour sites. For specific suggestions, refer to *Recruiting, orienting and supporting business and community partners* in the *Common Elements* section.

✓ **Coordinate details of the tour with the tour host.** Discuss date, time and length of tour, safety regulations and dress code. Also, plan a structure for the tour—a walk through the organization followed by an open question-and-answer session and opportunities to meet individual employees. For small organizations, viewing the entire business is possible. In larger organizations, touring a specific department might be more appropriate. Several days before the tour, call the host to confirm the visit and agree on a meeting place.

✓ **Identify what paperwork is necessary and how completing it will be coordinated.** Comply with all State of New Hampshire (listed separately in this strategy), district, school and business and community partners requirements. Sample forms are provided in *Appendix C: Work-Based learning and Liability and Child Labor Laws.*

✓ **Decide on scheduling.** Identify what impact scheduling the tour will have on other regularly scheduled classes and staff. Coordinate scheduling with appropriate school staff.

✓ **Arrange for transportation.** Determine how students will get to the site—by school bus, public transportation or other methods. Review and follow school transportation policies.

✓ **Plan supporting and classroom connection activities**. Students need to be engaged in structured activities that will help them to connect what they observe on the tour with what they are learning in school. Plan specific activities and assignments students will complete before, during and after the tour. For example, prior to the tour, students might research information about the organization. During the tour, students can keep a list of all safety and health regulations they observe, have an assigned specific question to ask the tour host and/or be required to list 10 different ways math is used at the site. For more information, see *Connecting work and learning* in the *Common Elements* section and *What are examples of industry/community tour classroom connections?* in this section.

✓ **Prepare students.** Provide students with background information on the industry/community site or assign students to research it. Discuss proper conduct at the tour and specific student responsibilities. Review date, time and meeting place.

✓ **Accompany students on the tour.** Staff involved can be teachers, counselors or administrative staff. Parents/guardians may also be recruited to accompany students.

✓ **Hold reflection sessions and complete classroom connection activities.** After the tour, allow students to meet as a group and talk about what they observed and learned. Reflection can be organized as a group discussion, journal writing or as any other activity that helps students discuss what they have learned. Students may also need time to complete written assignments, such as answers to prepared questions and to document what they learned on the tour.

✓ **Assign students to write a thank-you letter to the tour host.** Learning to express thanks to the tour host is an important life skill. Students should identify what they liked most about the tour and what they learned.

✓ **Make a follow-up call to the tour host.** Make sure the host of the tour was pleased with the outcome. A satisfied host will most likely participate in other work-based learning activities and refer you to other companies. Discuss successes and suggestions for improvements.

✓ **Assess how well the industry/community tour meets work-based learning, school and individual student goals.** As part of reflection, discuss with students how the visit met their expectations. Meet regularly with school staff who coordinate work-based learning activities to determine how this strategy supports and is connected with other activities. Keep accurate records about the number of youth participating and sites visited. See *Determining what is working* in the *Common Elements* section for more assessment strategies.

What are examples of industry/community tour classroom connections?

To plan classroom connection activities, it is important to determine what students can learn, observe or practice at the site to complement or reinforce classroom learning. Different classes can visit the same industry or community site for different learning purposes and complete different classroom connection activities. Following are three examples of classroom connections with suggestions for how students can document learning. For more examples, see *Connecting work and learning* in the *Common Elements* section.

- **Identify all the different jobs at the site.** For example, a career connections class planning to visit the zoo would of course look at the animals, but the purpose of the visit is to identify all the different jobs required to operate a zoo: marketing, accounting, concert coordination, custodial, gift shop, veterinarian, etc. Students document learning by recording the different jobs they observe during the tour. Back in the classroom they create a giant job list. Additional activities might include organizing the job list into career clusters or using the Internet to find more specific information about a career interest.

- **Find an example of each of the eight "all aspects of the industry": (1) planning, (2) management, (3) finance, (4) technical and production skills, (5) underlying principles of technology, (6) labor issues, (7) community issues and (8) health, safety, and environmental issues.** For example, a marketing class might visit the zoo and determine what occupations are related to each of these eight aspects. Who oversees planning? Who works in finance? How are decisions made to upgrade technology? How do community issues affect zoo policies? What are unique health, safety and environment issues? How does each of the eight aspects affect zoo-marketing techniques? Students might document learning by creating a video of interviews with employees related to each aspect or creating a marketing campaign for a summer zoo concert series.

- **Find examples of how a specific skill is applied.** For example, a math class visiting the zoo might have a contest to determine how many different ways they can observe math being used—an elephant stomping one, two, three to get a treat or a veterinarian weighing a hippopotamus. A home economics class visiting the zoo might focus specifically on food-service-related issues. How many hamburgers are consumed daily and yearly and how does that compare with how much meat a tiger eats in a day? What health regulations apply for food-service operations? Do inside or outside food caterers cater special events? Students can document learning by planning a menu and identifying vendors for a special food event.

What are State of New Hampshire industry/community tour regulations and requirements?

Forms and additional instructions for the regulations and requirements outlined below can be found in *Appendix C: Work-Based Learning and Liability and Child Labor Laws.*

- **Prescreen for Partnership Building**. Schools must submit to the NH Department of Labor a complete prescreening profile of each business or agency that students are to visit. The Student Accident Insurance program is not in effect at businesses that have not been prescreened.

- **Non-paid Work-Based Learning program approval.** Once prescreening has been approved, an authorized school representative must complete and submit the Approval Form for Non-paid Work-Based Activities under RSA 279:22-aa to the NH Department of Labor. Be specific about what activities are planned and the objective of each.
  NOTE: Prescreening and program approval forms can be submitted simultaneously.

- **Work-Based Learning Student Accident Insurance**. The Work-Based Learning Student Accident Insurance program provides benefits to cover non-paid activities performed by a student at an approved work-based learning place of business. Coverage is in effect only during specified times as authorized by the parties responsible for the placement of the students. Student accident insurance is strongly encouraged.

- **Safety Training**. The NH Department of Labor requires safety training for work-based learning experiences and recommends that a minimum of

10 hours be completed before a student graduates from high school. Any work-based learning experience that includes exposure to a hazardous occupational setting would require additional, specific safety training.

- **Time Records**. Accurate time records must be kept for each student participating in a work-based learning experience.
- **Students Are Not Workers**. Students participate in work-based experiences in order to learn. Under no circumstances should students replace workers.

Current Practices in industry/community tours:

A strategy for work-based learning

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-- Berlin High School --

At Berlin High School, School-to-Work activities are coordinated by the Guidance Counselor, who also teaches a Career Choices class. For the school's first industry tour, the Hospital actively involved in supporting the community was chosen. The New Hampshire School-to-Work Regional Coordinator contacted the Hospital and explained the purposes of School-to-Work. The coordinator then introduced the Berlin counselor to the Hospital's Human Resources Department to coordinate logistics. Students prepared for the visit by writing appropriate questions and developing lists of skills to observe—reading, writing, math, art and computer—that were used in the industry.

Because the school day is arranged in 90-minute sessions or "blocks," industry tours typically occur during the Career Choices class; however, because the Hospital was an hour bus ride from school, teachers of classes that the students would miss had to give written permission for students to participate. Permission could be withheld based on poor attendance, less than a 75 percent average in the class and/or behavior problems.

The Hospital's Human Resources Department obtained permission from the Radiology and Pharmacy Departments for touring and took care of other inter-hospital administrative details. The school counselor learned that the Hospital required verification of current immunizations for all students prior to the tour. Many students needed updated measles vaccinations to comply with this hospital regulation.

Transportation to the Hospital was arranged by the school counselor and provided by a local bus company. During the tour, students were lively guests and asked many good questions. At the end of the visit, five participants expressed interest in returning to the Hospital for a more in-depth job shadow experience. The Guidance Counselor and Regional Coordinator worked with the Hospital to organize that follow-up activity. They gave students the names of potential job shadow hosts and encouraged them to write their own letters requesting an invitation. All five were invited back to job shadow—and the school and the Hospital advanced to another level in their work-based learning partnership.

Job Shadows:

A strategy for work-based learning

During a job shadow, a student observes an employee at the workplace to learn about a particular occupation or industry. The job shadow typically consists of a one-day visit that lasts from between three to six hours. Students spend time with an employee, observing and participating in the daily routine and talking with the employee about his/her work and education. The student may also engage in limited "hands-on" learning.

Job shadowing is often used as part of career exploration activities in late middle and early high school. While job shadowing can be done with several students shadowing the same employee, it is most often arranged as a one-on-one experience. Job shadowing can help students explore a range of career objectives and select a career major for the latter part of high school. It can also provide students with a positive role model and adult contact in the community. Students may participate in several job shadows throughout the year.

What is the purpose of a job shadow?

A job shadow can help students accomplish the following:

- **Bring career exploration to life by providing students with "on-the-job" exposure to a particular profession.** Through job shadowing, students gain accurate, up-to-date information in a personalized manner about a career of interest. They learn about the skills required to do certain jobs. By participating in a number of different job shadows, they also gain exposure to a wide range of different work environments and cultures.
- **Provide opportunities to apply academic skills.** Students begin to make connections between the world of work and the classroom when they see how academic skills are used in a job setting.
- **Enhance students' communication skills.** As part of their job shadow experience, students employ important written and verbal communication skills in a work setting. They interview the job shadow host, write thank-

you letters and reflect on job shadow activities through homework assignments.

What are the roles and responsibilities of job shadow key players?

Job shadows require the time, commitment and collaboration of the following partners:

- **Students** are responsible for actively participating in the job shadow, asking questions and observing, reflecting on their own interests and goals and completing all assignments. They contribute to developing classroom connection activities and making application to their own interests and lives. They may or may not play a role in identifying or recruiting business and community partners to be shadowed.
- **Parents/guardians** encourage their children to talk about their experience and lessons learned. They may volunteer their own business or organization as a job shadow site and/or recruit other sites.
- **Educators** manage the logistics of the tour—scheduling, transportation and legal responsibilities. They recruit, orient and follow up with job shadow hosts. They also plan strategies to make learning meaningful—they design activities that relate academic content to the site visit, prepare students with appropriate questions and guide student reflection. In addition, they may develop guides for both the student and host to facilitate enhanced learning and organization.
- **Business and community partners** provide opportunities for students to observe and ask questions about their daily routines and involve students in hands-on tasks. They inform their own staff of student job shadows, coordinate logistics with the school and clarify legal rights, responsibilities and liabilities.
- **Community partners** (such as social service agencies, Chambers of Commerce, professional organizations and labor unions) provide job shadow experiences for students and help recruit other businesses and agencies to participate in the tours. They also advocate more generally for work-based learning opportunities within the school system.
- **The NH Department of Labor** prescreens all business and community partners participating in job shadows.

What are job shadow key planning tasks?

The tasks outlined below are specific to implementing job shadows and assume that a strategic plan for work-based learning has already been established by the school, staff have been trained, business and community partners have already been recruited and evaluation and assessment procedures are in place. For information about these issues, see the *Common Elements* section.

The educator tasks described below might be handled by one key organizer or divided among several staff such as teachers, School-to-Work Coordinator, counselors, administrators, parents/guardians and/or interns.

✓ **Determine who will be involved.** It is recommended that students complete job shadows individually. Each school will determine its own system for who is involved in job shadowing. For example, all freshmen will complete three job shadows or all exiting seniors will have completed five job shadows in five different career areas.

✓ **Recruit and orient job shadow hosts.** Involve business and community partners, school board members, students and parents/guardians in identifying job shadow hosts. For specific suggestions, refer to *Recruiting, orienting and supporting business and community partners* in the *Common Elements* section.

✓ **Match students with job shadow hosts.** Include students in the decision of where to go for their job shadows. By providing the necessary support—an interest survey, one-on-one discussion and written materials about the worksite—students can make informed choices about job shadow sites. Another approach is to require that students complete a job shadow in different career pathways or clusters. Signup for job shadow sites can happen on a first-come-first-serve basis or lottery system. Encourage students to job shadow careers that are non-traditional or that do not seem immediately appealing. Placing students at sites in which they may not initially express interest can help them challenge their own career interests and stereotypes. Not liking a job shadow placement can be as valuable a lesson as learning what they do like.

✓ **Coordinate details of the job shadow with the business and community partners.** Discuss date, time and length of job shadow, safety regulations and dress code. Also, discuss a structure for the job shadow—walk through the organization, observe a planning meeting, complete a hands-on task and other opportunities for students to understand all aspects of the job shadow host's job. Include time for students to ask questions and meet with other employees. Provide a key contact person at the school for the employee to call with questions or comments.

✓ **Identify what paperwork is necessary and how completing it will be coordinated.** Comply with all state, district, school and business and community partners requirements. See *What are State of New Hampshire job shadow regulations and requirements?* in this section and *Appendix C: Work-Based Learning and Liability and Child Labor Laws.*

✓ **Decide on scheduling.** Each school will identify its own unique approach to scheduling job shadows. For example, one day each week early release for all job shadow students coordinated by a counselor, one day each semester coordinated through a specific class or one day each quarter during parent/teacher conferences. Coordinate scheduling with appropriate school staff.

✓ **Arrange for transportation.** Determine how students will get to the job shadow sites—by school bus, public transportation or other methods. Part of preparing youth for their job shadow experience might include training in reading a map and using a bus or train schedule. Review and follow school transportation policies.

✓ **Plan supporting and classroom connection activities.** Students need to be engaged in structured activities that will help them to connect what they observe during the job shadow with what they are learning in school. Plan specific activities and assignments students will complete before, during and after the job shadow. These activities should help students observe the daily routine of adult workers, become aware of academic, technical and personal skills required on the job, and begin to identify their own career interests. For more examples, see *Connecting work and learning* in the *Common Elements* section and *What are examples of job shadow classroom connections?* in this section. There are also guides that have been developed for business and community partners and students participating in job shadows. See *Appendix B: National Work-Based Learning Organizations and Resources* for contact information.

✓ **Prepare students.** Plan an orientation session to discuss proper conduct during the job shadow and specific student responsibilities—participate actively, ask questions and be observant, observe all safety rules, dress appropriately and complete all assigned activities. Students might need specific training in how to get to the job shadow, role-playing opportunities to practice greeting adult workers, interviewing and asking questions.

- ✓ **Call to confirm the job shadow appointment.** It is recommended that students call the job shadow host to confirm date, time and where to meet. This helps prepare students to successfully navigate the community and develop skills necessary for independence. It is a good idea to plan role-play opportunities for students to practice and learn appropriate telephone communication skills.

- ✓ **Hold reflection sessions.** Plan opportunities for students to think and talk about the job shadow. Some programs debrief with individual students the day after the job shadow to talk about the experience, review connection activities and plan more complex work-based learning opportunities. Other programs discuss the experience in small groups or have students report to the entire class what they learned during the experience.

- ✓ **Complete classroom connection activities.** Students should complete classroom connection activities and document what they learned during the job shadow. What students observe and do during the job shadow should be immediately applicable to what students are learning in school. For examples, see *What are examples of job shadow classroom connections?* in this section and *Connecting work and learning* in the *Common Elements* section.

- ✓ **Assign students to write a thank-you letter to the job shadow host.** Learning to express thanks to the job shadow host is an important life skill. Students should identify what they liked most about the job shadow and what they learned.

- ✓ **Make a follow-up call to the job shadow host.** Make sure the host of the job shadow was pleased with the outcome. A satisfied host will most likely refer you to other departments/companies and agree to participate in other work-based learning activities. Discuss successes and suggestions for improvements.

- ✓ **Assess how well the job shadow meets work-based learning, school and individual student goals.** As part of reflection, discuss with students how the job shadow met their expectations. Meet regularly with school staff who coordinate work-based learning activities to determine how this strategy supports and is connected with other activities. Keep accurate records about the number of youth participating and job shadow sites visited. See *Determining what is working* in the *Common Elements* section for more assessment strategies.

What are examples of job shadow classroom connections?

To plan classroom connection activities, it is important to determine what students will learn, observe or practice in the job shadow to complement or reinforce classroom learning. Students can visit the same job shadow site for different learning purposes and to do different classroom connection activities. Following are three examples of classroom connections with suggestions of how students will document learning. For more suggestions, see *Connecting work and learning* in the *Common Elements* section.

✓ **Develop a job shadow guide.** Providing a standard tool of specific assignments helps students prepare for, carry out and reflect on their job shadows. Carefully structured learning activities can help youth observe, inquire about and analyze different aspects of a job. The assignments also encourage students to make connections between the knowledge and skills required by different jobs and their own goals and interests. It is a good method for documenting student learning.

Activities can be planned for each stage of the job shadow process. Before the job shadow, students can record logistics of the job shadow—date, time, special instructions and background information about the career. During the job shadow, students complete an interview and ask prepared questions about the job, industry and work environment. They might also list skills they observe the job shadow host using. After the job shadow, students summarize their impressions of the work environment, job and the experience.

A prepared job shadow guide also helps business and community partners know how to plan job shadow visits. They can contribute to planning and developing required activities.

✓ **Plan project-based learning.** Use the job shadow experience to inspire a project that allows the student to apply academic skills in solving a problem at the job site. For example, a job shadow with the manager of a self-storage and moving company might inspire a variety of projects. One student, interested in marketing, might work with the English teacher to write advertising copy for the company. Another student, interested in computers, might use a computer-assisted design program to develop a floor-plan grid to identify rented and available storage units. An art class might research sign systems and suggest how to improve company name recognition.

✓ **Practice and observe specific academic and foundation skills.** Teachers can take advantage of students' job shadowing experiences to interest students in academic tasks and demonstrate practical application of specific academic skills or employment skills, such as the Secretary's Commission on Achieving Necessary Skills (SCANS) and/or "all aspects of the industry". See *Connecting work and learning* in the *Common Elements* section for more information about all aspects of the industry.

An example of specific academic skill application includes teaching students preparing to job shadow at a restaurant about fractions and using cooking measurements. Another example includes teaching students how to write a business memo in preparation for a job shadow in an office.

Many programs involved with work-based learning are using SCANS skills to structure job shadow-experiences. In job shadow, students are instructed to observe and practice each of the foundation skills (basic skills, thinking skills and personal qualities) and competencies (ability to use resources, interpersonal skills, information, systems and technology) considered essential for successful job performance.

What are State of New Hampshire job shadow regulations and requirements?

Forms and additional instructions for the regulations and requirements outlined below can be found in *Appendix C: Work-Based Learning and Liability and Child Labor Laws.*

- **Prescreen for Partnership Building**. Schools must submit to the NH Department of Labor a complete prescreening profile of each business or agency that students are to visit. Student Accident Insurance is not in effect without prescreening.
- **Non-paid Work-Based Learning program approval**. Once prescreening has been approved, an authorized school representative must complete and submit the Approval Form for Non-paid Work-Based Activities under RSA 279:22-aa to the NH Department of Labor. Be specific about what activities are planned and the objective of each.
  NOTE: Prescreening and program approval forms can be submitted simultaneously.
- **Work-Based Learning Student Accident Insurance**. The Work-Based Learning Student Accident Insurance program provides benefits to cover

non-paid activities performed by a student at an approved work-based learning place of business. Coverage is in force only during specified times as authorized by the parties responsible for the placement of the students. Student accident insurance is strongly encouraged.

- **Safety Training**. The NH Department of Labor requires safety training for work-based learning experiences and recommends that a minimum of 10 hours be completed before a student graduates from high school. Any work-based learning experience that includes exposure to a hazardous occupational setting requires additional, specific safety training.
- **Time Records**. Accurate time records must be kept for each student participating in a work-based learning experience.
- **Students Are Not Workers**. Students participate in work-based experiences in order to learn. Under no circumstances should students replace workers.

Current Practices in Job Shadows:

A strategy for work-based learning

-- Berlin High School --

At Berlin High School, the Androscoggin Valley School-to-Career Coordinator, Kathy Bojack, organizes work-based learning activities in conjunction with teachers and guidance counselors. Students are introduced to work-based learning and job shadows in the Career Choices class. The economics teacher, Ted McCormick, in a lively, interactive format emphasizing "economic realities" teaches the class, intended primarily for ninth- and tenth-grade students.

Students begin the course with a personal value survey to examine their personality type. They make a poster-size collage representing their personality, including examples of professions that might interest them. Mr. McCormick explains "needs" versus "wants" and how to differentiate between the two in making good career choices. He teaches students SCANS skills and the application of basic employment skills in all professions. Kathy Bojack visits the classroom to teach students the importance of developing SCANS skills and introduces "all aspects of the industry". Students discuss real-life examples of all aspects at local businesses.

In preparation for job shadow experiences, students review career clusters, view films on job-search techniques, learn interpersonal skills, write resumes and develop individual career plans based on personal skills, aptitudes, character traits and lifestyle. They complete a typical job application, visit NH Employment Security and participate in role-plays reinforcing proper interviewing techniques. In addition, guest speakers from local companies, including Berlin High alumni, bank officials and military service workers visit the classroom to talk about their fields.

Students are not passively involved in these career exploration and development activities. Throughout the term, they are planning a presentation about their chosen career, which is made to the class prior to participating in a job shadow. In order to participate in a job shadow, students must have earned a 75 percent overall grade point average, display a mature attitude, have successfully completed all activities in the course, be willing to spend time out of class to job shadow and prepare ten in-depth questions based on all aspects of the industry to ask during the job shadow. At the conclusion of the job shadow, students report back to their Career Choices class.

This rigorous preparation for the job shadow experience was promoted by staff who frequently "shadow the shadow" in an effort to continuously improve the quality of job shadows for students and business and community partner. It was noted that both the student and a business and community partners were frustrated when the student did not know enough about work in general or the specific industry site to ask or respond to questions. As a result, staff developed a more in-depth pre-employment curriculum based on SCANS, "all aspects of the industry" and career clusters. In addition, students were challenged with the responsibility of completing assignments and developing their own written plan for the job shadow, including ten questions to be asked of the job shadow host.

Many benefits have resulted from this new and improved system. Students have a greater sense of responsibility for their work in career preparation, demonstrate increased levels of self- and career-confidence, are more excited and prepared for their job shadow experiences and are more knowledgeable about work and the world they will enter after leaving the security of high school. Businesses also benefit from hosting a well-prepared student and feel their efforts are more worthwhile and meaningful.

Service-Learning:

A strategy for work-based learning

Service-learning is a structured learning experience—short- or long-term—during which a student provides a needed community service. It is a successful and meaningful academic and work-learning model appropriate for all students at any grade level. Students complete a planned series of activities or a project (projects) and achieve a set of learning objectives designed to solve a problem or meet a need, enhance their awareness of civic responsibilities, build academic and work skills and expand knowledge of career opportunities.

Service-learning is not mandatory volunteering; it is a type of instruction. Students gain academic credit based on completing specific learning objectives, not on the service or the number of hours served. Project/service-learning plans can be individual, team or classroom oriented.

What is the purpose of Service-Learning?

Service-learning can help accomplish the following:

- **Strengthen relationships and improve a sense of citizenship.** Students begin to recognize their role, connection and responsibility for leadership in the community. Providing service helps students feel connected to and part of their neighborhood and community. Both the community and students recognize that what is learned in school has relevance and application in the community.

- **Provide community agencies and organizations with needed help and support.** Community members have an opportunity to define their needs and work with schools and students to find and initiate solutions. Throughout the process, young people learn valuable social, communication, work and academic skills.

- **Promote humane values.** Engaging in service-learning in the community helps students become aware of problems encountered by those who have different abilities and cultural backgrounds. Students develop sensitivity to these issues and increased tolerance of others.

- **Emphasize the student's capacity for action.** Service-learning helps students recognize that they have valuable talents, skills and experiences. They begin to recognize that they can do something that makes a difference and meets real needs.

- **Reinforce work and academic skills.** Providing service allows students to use existing, and develop new, skills to research, plan and solve problems.

- **Expand awareness of career opportunities.** Students become more familiar with their neighborhoods, learn to navigate the community and gain exposure to an increasing number of career possibilities. They develop a greater sense of the kind of work they like and do not like to do.

What are the roles and responsibilities of Service-Learning key players?

Service-learning requires the time, commitment and collaboration of the following partners:

- **Students** actively contribute to planning and participating in school and community-service activities. They collaborate with the teacher (and when appropriate, the community agency) in developing learning objectives for service activities and projects and are responsible for demonstrating specified learning outcomes. It is preferable that students are involved in selecting a service-learning position.

- **Parents/guardians** support and encourage students involved in service-learning. They may volunteer to assist students and educators in identifying, defining and completing service-learning opportunities.

- **Educators** coach and collaborate with students, community agencies and service recipients to: (1) identify needs or a problem to solve; (2) plan activities and projects to integrate academic, work and service-learning; and (3) provide ongoing instruction and guidance throughout. Educators are facilitators; they help students identify and resolve issues by providing support, advice and structured reflection opportunities. They also coordinate the logistical details of placing students, including taking care of legal rights, responsibilities and liabilities.

- **Community agency/service-recipient partners** receive, host or facilitate service-learning. They collaborate with students and educators to define the need, establish a plan and meet the objectives of the plan. They provide constant monitoring, feedback and intervention when appropriate.
- **Community partners** (such as social service agencies, Chambers of Commerce and school boards) help identify service-learning opportunities. They provide time and resources as needed and advocate for service- and work-based learning in the community.
- **The NH Department of Labor** prescreens all agencies participating in service-learning activities.

What are core elements of Service-Learning?

Service-learning is not an "add-on" to what schools are doing related to academic and work-based learning but rather enhances and enriches other community-based experiences—such as industry tours, job shadows and internships. Service-learning provides students opportunities to give to and serve others while simultaneously developing their own work and academic skills.

The following service-learning core elements are similar to and complement work-based learning principles (see the *Introduction* section of this guide for more information about elements of work-based learning).

- **Youth voice.** The student is not a passive learner but rather leads, self directs, reflects on actions, discovers knowledge, applies skills, makes plans, assumes responsibility and prepares for the future. Students are encouraged to ask questions to gain factual information, clarify values and relationships, examine processes and evaluate self. They determine what problems to solve, plan and initiate solutions, set goals, take action and assess the process.
- **Meaningful service.** The service performed must be purposeful and be of value to the recipient. There are three types of service:

  1) *Direct service* immediately addresses and fills a need. An example of direct service is tutoring a migrant farm worker or escorting senior citizens from home to the voting booth on Election Day.

2) *Indirect service* channels resources to the problem and acts as a conduit for problem solution or relief. An example of indirect service is organizing a food drive to collect food for a food bank, sewing baby quilts for a relief agency that works with children or organizing a marathon to raise funds to assist a family whose home has been destroyed in a fire.

3) *Advocacy* eliminates a cause or informs the public. An example of advocacy includes surveying bicyclists and messenger-service riders to identify broken drainage and sewage covers, then lobbying the appropriate agency to make repairs. Service-learning opportunities should be varied to allow students to gain experience in all different types of meaningful service.

The focus of service-learning should also include helping students to understand the history and nature of the place and people they serve. Beyond providing a service, service-learning enables those with varying ages, abilities, races, religions and cultural orientation to share a common experience that serves as a basis for developing friendships and feeling important and part of the community.

- **Intentional reflection.** Student learning activities are structured to meet specific outcomes related to academic, work, personal and social skills. Tasks related to service-learning work are authentic and valuable for the student—enhance development—and the recipient—meets a need or solves a problem. See *Connecting work and learning* in the *Common Elements* section for more examples of reflection activities.

- **Evaluation and assessment.** Determining how well service-learning meets the goals and needs of both the student and the recipient of service requires careful planning and thorough documentation. It is often difficult to evaluate and measure the subjective nature of some service-learning goals, such as increased citizenship and sense of worth; however, there are means for collecting this information. Examples include attendance, discussions and interviews with the student, business and community partners' assessments, survey of service recipients, learning logs, journals, projects, self- and peer-assessment, quizzes and test-taking, reflection activities and analysis of learning outcomes.

What are Service-Learning key planning tasks?

The tasks outlined below are specific to planning a service-learning experience only. It is assumed that a strategic plan for work-based learning has already been established by the school, staff has been trained, business and community partners have been recruited and evaluation and assessment procedures are in place. For information about these issues, see the *Common Elements* section.

The educator tasks described below may be handled by one key organizer or divided among several staff such as teachers, School-to-Work Coordinator, counselors, administrators, parents/guardians and/or interns. If a particular teacher has experience working with a community agency or teaching a subject that especially connects to the service-learning opportunity, he/she may be best suited as coordinator. Similarly, if another staff person has relevant experience or interests, the coordinator role may best fall to him or her.

✓ **Determine who will be involved.** Service-learning is appropriate for any age student and can be integrated into any subject matter. For example, carpentry students in high school can plan, build and install a wheelchair ramp at the home of a student who is wheelchair dependent. English students in middle school can write and illustrate stories for Limited English Proficiency (LEP) elementary students and later visit and read stories with LEP students.

Service-learning can be structured in many different ways. For example, as a required curriculum element of each class, coordinated through one specific class—homeroom, home economics, career connections or as a graduation requirement. Service-learning can include an entire class, an individual, two schools or a target population. It has also been successfully implemented as an alternative to detention and in-school suspension. For example, in lieu of sitting in detention, students complete assigned time engaged in service-learning at a battered women's shelter. Students often continue to volunteer after their "sentence" is over and, as a result of providing service for others, report increased self-esteem, recognition of their talents and skills, and a heightened sense of the importance of completing high school education.

✓ **Recruit and orient community agencies and/or service recipients.** Service-learning can be coordinated with an individual recipient—someone connected with the school or living nearby, a community agency—homeless shelter, food bank, child care center, health clinic, Red Cross, Veterans' service, Health and Human Services, or a service organization—retirement center, home for adults and children with disabilities, hospital.

Start with students, parents/guardians and a United Way or Voluntary Action Center for suggestions and referrals. Contact social service agencies and your municipal or county government. Talk with churches, community councils, police precincts, business associations, neighborhood organizations, political parties, special interest groups such as environmental organizations or any community groups near your school. Read the newspaper, survey the community and/or tour the neighborhood to sleuth out opportunities for service. For additional recruitment strategies, see *Recruiting, orienting, and supporting business and community partners* in the *Common Elements* section.

During recruitment, clearly establish service-learning needs, objectives, specific activities and projects, rules regarding behavior and attendance and agency regulations. These should be mutually agreed on and specified in writing prior to students being placed.

✓ **Match students with service-learning opportunities.** There is no one-size-fits-all in service-learning. Be creative! Adopt a system that allows a wide variety of student and community agency/service-recipient matches. In some cases, students might even recruit and develop their own service-learning opportunities.

Whatever method your program adopts, be sure to consider the following factors when matching students with service-learning opportunities (1) students' personal and career interests; (2) students' special needs, such as emotional, physical or learning challenges; (3) the expectations of the host community agency or service recipient; and (4) the nature of the service-learning need or problem to be addressed.

Screen agencies and organizations carefully to make sure the environment and the service to be performed is appropriate for young people and will be valuable as a learning experience. Take precautions, such as visiting the site, inviting an agency representative to class to orient students and setting up interviews with students and the potential community agency/service recipient prior to placement, to ensure a positive experience.

✓ **Coordinate details of the service-learning opportunity with the community agency or service recipient.** Several meetings might be required to coordinate all of the following details, depending on the length of service required and/or complexity of the problem that needs to be resolved:

- Clarify what the agency and its clients need or the service recipient needs. Determine if the agency has the capacity to train and supervise students effectively. Define the mentor relationship between student and community agency supervisor;

- Discuss date, time and length of the service-learning opportunity;

- Clarify legal rights, responsibilities, liabilities and relevant health and safety issues. Some agencies have rules and regulations regarding student volunteers;

- Outline expectations for behavior and attendance and the consequences of not adhering to the rules;

- Develop a service-learning plan, in collaboration with the student, that defines needed services or problems to solve, a plan of action, learning outcomes and objectives, and projects and/or activities to complete. Encourage the agency to provide opportunities for students to explore all aspects of the agency to broaden their career awareness as well as provide service;

- Discuss a plan to evaluate the service-learning experience and the student's performance; and

- Maintain communication; schedule regular meetings to monitor and follow up.

✓ **Identify what paperwork is necessary and how completing it will be coordinated.** Comply with all state, district, school and community service agency requirements. See *What are State of New Hampshire Service-Learning regulations and requirements?* in this section and *Appendix C: Work-Based Learning and Liability and Child Labor Laws.*

✓ **Decide on scheduling.** The length of the experience and when it happens will determine the impact of service-learning on student schedules. Service-learning can occur during regularly scheduled class time, after school and weekends, or be arranged to accommodate block scheduling. Many schools have adopted a once a week, afternoon early release for students to participate in work- and community-based learning. The ability to be flexible and accommodate a wide range of service-learning opportunities is optimal.

✓ **Arrange for transportation.** Determine how students will get to the service-learning site—by school bus, public transportation or other methods. Part of preparing youth for their community-based learning experience might include training in reading a map and using a bus or train schedule. Review and follow school transportation policies.

✓ **Prepare students.** Plan an orientation session to discuss the requirements of participating in service-learning. Parents/guardians should also be part of planning for orientation so they are aware of what their child is committing to do and can support their learning. Preparations for orienting and training students should include the following:

- Identify student interests and ideas for service-learning activities;
- Provide information on agencies and individuals to be served;
- Plan a meeting with the community agency or service recipient and the student(s) to create a written plan that defines the required services, need or problems to solve, a plan of action, learning outcomes and objectives, projects and/or activities to complete;
- Discuss social issues related to the service. Some cultural and social sensitivity training related to health, gender, multicultural and confidentiality issues might be necessary to help students be prepared for their service-learning experiences. Anticipate and problem-solve around difficult situations that may arise;
- Confirm logistics of the service-learning experience—dates, time, location, transportation and class scheduling changes;
- If students are working in teams or large groups, plan team building and conflict resolution activities;
- Establish expectations for effort, performance, behavior and attendance; and
- Complete and sign the service-learning work plan.

✓ **Develop service-learning work plans.** Specific plans for service-learning experiences will be unique to the type of service being provided, problem being resolved, length and time of the commitment and goals of the student, school and service recipient. Although no two plans will be the same, some fundamental elements characterize them all:

- Students take the initiative in generating, articulating, organizing, realizing and presenting plans. They collaborate with the educator and community agency or service recipient to define a problem or needed service, make an action plan, define learner outcomes and objectives and complete activities and/or projects;

- The plan has a title and description of the service-learning opportunity;
- Measurable student and community outcomes are described in detail, as are specific activities and projects that students will complete to meet these outcomes;
- A schedule for completing projects and activities is part of the plan; and
- The plan includes how students will demonstrate and document acquired skills through products and presentations.

✓ **Maintain regular contact with students and the community agency/service recipient.** Once students and the community agency/service recipient have signed an internship agreement, students will be responsible for fulfilling the terms of the agreement. There should be regularly scheduled meetings with school staff, students and the community agency/service recipient to assess progress. School staff, of course, will continue to meet at least weekly with students to assist in completion of projects and activities.

✓ **Encourage student reflection.** Plan a variety of different opportunities for students to write and reflect on their experience. Interviews with individual students, group discussions, journal writing and other activities are important to help students process the experience and apply it to their present and future lives. Students should analyze what skills, talents and abilities they discovered while participating in the experience and how future career interests have been influenced.

✓ **Plan final presentations.** At the conclusion of the service-learning experience, students should have an opportunity to demonstrate what they have learned or accomplished to peers, parents/guardians, the community agency/service recipient and/or school staff. Presentations can happen as part of a classroom celebration, be limited to the teacher, student and community agency/service recipient, or be part of a school assembly. Presentations and products should be documented in student portfolios.

✓ **Evaluate and assess the experience.** Students, the community agency/service recipient and staff should assess the experience based on specific outcomes described in the service-learning work plan.

Evaluations should also highlight what worked well and what improvements might be made. Important questions to ask include: Is the service work engaging, challenging and meaningful to the student? What skills, concepts, verbal information, and attitudes did students develop? What kinds of problems or situations will students be better prepared to handle as a result of this experience? How have career stereotypes been challenged and career options been expanded? What opportunities existed to practice and reinforce academic and work skills? How will academic classes reinforce/supplement what has been learned through service? See *Determining what is working* in the *Common Elements* section for more assessment strategies.

✓ **Assign students to write a thank-you letter to the community agency/service recipient.** Learning to express thanks is an important life skill. Students should identify what they liked most about the experience and specific skills they learned.

What are examples of Service-Learning classroom connections?

Following are three examples for how to structure service-learning to connect academic skills with service- and work-based skills. For more examples, see *Connecting work and learning* in the *Common Elements* section.

- **Keep a learning log.** Learning logs give students a place to document connections to pertinent subject material and ideas they are exploring in class. They 1) reinforce the habit and value of writing regularly, an important academic and workplace skill, 2) provide regular practice in self-expression, as students describe their own ideas and develop their own voice, and 3) provide examples of how classroom learning is used in the community.

  A learning log can be as simple as a notebook or as sophisticated as a school-developed guide. It should be something students can personalize and individualize; it reflects who they are and what they know. The log is used to document successes and failures, to aid in self-discovery, document doodles and ideas for problem solutions, record data, descriptions, graphs, art, research, interviews and photos.

  Students write in the log each time they participate in any activity related to service-learning. Students describe the date, time, names, location, challenges and summaries of events and activities. They include character descriptions, details of how problems were solved, who helped, how adults participated and feelings they experienced. Students are encouraged to formulate questions, make predictions and dream about their futures. A self-interest assessment related to career interests, skills and abilities should also be included to guide students in setting goals and making good choices related to postsecondary and career plans.

Students may be asked to read entries aloud with their class to encourage shared reflection. Teachers may also want to occasionally collect, read and write comments in log entries. Comments should not be critical of grammar, spelling, punctuation or writing style but rather should be positive and encouraging of students' thoughts and feelings.

- **Identify existing and related jobs connected to the community agency or service-learning project**. For example, students who are planning and completing a mural for a construction site boardwalk can identify all the jobs related to the project—artist, architect, paint supplier, chemist, brush maker, tool designer, city engineer for permits, lumber supplier. A student volunteering at a homeless shelter can identify jobs and a list of skills and abilities required for each. For example: Administrator—oversees fundraising, determines schedules, enlists and trains volunteers, uses a computer to manage the budget, communicates clearly and respectfully, reports to the board and writes letters.

- **Develop projects/activities related to recognized work competencies.** Service-learning work plans can be structured to reflect SCANS skills (*What Work Requires of Schools*, The Secretary's Commission on Achieving Necessary Skills: US Department of Labor, 1991). Identifying specific SCANS skills helps students recognize and develop skills required in the workplace. An example of a simplified list of planning steps with related SCANS skills is on the next page.

Service-Learning Planning Steps	**SCANS Skills**
1. Students map a five-block area around the school. They conduct a needs assessment related to potential service-learning opportunities.	• plan • interpret • design • gather information • communicate
2. Students set priorities for service—target population is seniors to reflect class unit on health and aging. They interview health professionals and senior citizens to record critical issues and needs.	• analyze and synthesize information • categorize • prioritize • make decisions
3. Students plan four projects based on needs assessment priorities: • lobby the city to extend crossing time at traffic lights between the senior center and grocery market. • open evening computer lab and provide tutoring for seniors interested in family research and other computer services. • coordinate with school lunch and home economics to provide monthly lunch and afternoon intergenerational sharing program. • turn a vacant community lot next to school into a garden plot; recruit seniors to help students plan, construct, maintain and harvest garden.	• devise plans • identify resources • allocate time • graph • predict • analyze • interpret

4. Students, teacher and community agency/service recipient collaborate on a service-learning work plan students contact sites and develop agreements.	• organize • project • predict • flow chart • allocate resources • distribute work • predict impact
5. Students implement service-learning plan.	• allocate responsibilities • follow schedules • teamwork • resolve diverse interests • understand complex systems • self-monitor • diagnose deviations and malfunctions • persevere toward goal attainment • display sociability and friendliness • maintain positive view of self • adapt • choose ethical courses of action • organize and maintain logs and files • make reasoned judgments
6. Students write about and reflect on what they see, do and experience.	• document • reflect • analyze • assess impact • assess self • distinguish trends
7. Students demonstrate learning in a presentation to teacher, community agency or service recipient(s) and/or parents/guardians.	• organize information • present • communicate • appreciate self and others • develop pride in self and community • confirm productive citizenship skills and attitudes

What are State of New Hampshire Service-Learning regulations and requirements?

Forms and additional instructions for the regulations and requirements outlined below can be found in *Appendix C: Work-Based Learning and Liability and Child Labor Laws.*

- **Prescreen for Partnership Building**. Schools must submit to the NH Department of Labor a complete prescreening profile of each business or agency that students are to visit. The Student Accident Insurance program is not in effect at businesses that have not been prescreened.

- **Non-paid Work-Based Learning program approval**. Once prescreening has been approved, an authorized school representative must complete and submit the Approval Form for Non-paid Work-Based Activities under RSA 279:22-aa to the NH Department of Labor. Be specific about what activities are planned and the objective of each.
  NOTE: Prescreening and program approval forms can be submitted simultaneously.

- **Work-Based Learning Student Accident Insurance**. The Work-Based Learning Student Accident Insurance program provides benefits to cover non-paid activities performed by a student at an approved work-based learning place of business. Coverage is in force only during specified times as authorized by the parties responsible for the placement of the students. Student accident insurance is strongly encouraged.

- **Safety Training**. The NH Department of Labor requires safety training for work-based learning experiences and recommends that a minimum of 10 hours be completed before a student graduates from high school. Any service-learning experience that includes exposure to a hazardous occupational setting requires additional, specific safety training.

- **Time Records**. Accurate time records must be kept for each student participating in a service-learning experience.

- **Students Are Not Workers**. Students participate in community service as a learning experience. Under no circumstances can current workers be replaced with student volunteers.

Current Practices in Service-Learning

A strategy for work-based learning

-- Milford High School --

At Milford High School, Service-Learning has been integrated into several academic and vocational courses. One such course is Milford's marketing program. In April 1998, students enrolled in marketing courses joined forces with the Milford DO-IT/Main Street Program. The DO-IT, or Downtown Ongoing Improvement Team program, is a community-based organization that works on projects to increase the number of visitors to downtown Milford.

Students began this service-learning project with a series of classroom sessions on target marketing, customer intercept and statistics. The students then participated in a one-day training seminar with the director of the DO-IT program. The goal of this training was to orient students to DO-IT objectives and introduce them to the process of surveying. Following the training and classroom learning sessions, students spent two weeks conducting the survey. Students were responsible for approaching pedestrians and visitors to the downtown Milford area and questioning them about businesses, parking, special events and overall quality and appearance of the downtown. More than 200 people responded to the survey questions and students were then responsible for returning to the classroom to calculate the survey statistics and analyze the results. After tabulating the results, the students summated all information and presented the findings to the director of the DO-IT program. They reflected on the methods used in the survey and discussed participant reactions to the process.

According to Dana Bourassa, Marketing teacher, students learn a great deal more through service-learning because it challenges them to apply skills in real-life situations that cannot be simulated in a classroom. Students are able to apply principles acquired in the classroom to a need in the community and therefore extend learning beyond the classroom. Additional benefits include the opportunity to interact with the community and increase career awareness. This particular experience was enhanced by time for reflection, both during the experience and while preparing the presentation. Students were encouraged to share their thoughts with others and consider a variety of perspectives on the service experience. These opportunities, coupled with critical reflection, are the foundation for lifelong learning and career success.

Including service-learning as part of school to careers has produced great results in terms of teaching and learning at Milford High School. Community-based activities not only enhance student learning but also improve the community. Students who participate in service-learning demonstrate more confidence and increased levels of pride in their work. In addition, the partnerships created among the school, businesses and local organizations have strengthened the entire community.

Internships

A strategy for work-based learning

An internship is a highly structured worksite experience—typically 3 to 18 weeks—during which a student completes a planned series of activities or a project (or projects) and achieves a set of learning objectives designed to give a broad understanding of a business or occupational area.

The internship helps students negotiate the School-to-Work transition by offering "hands-on" learning in real work settings over a relatively long period of time. The experience gives students a better sense of jobs within a company or industry. It provides students with information about "all aspects of the industry", so they understand through experience how each part of a company helps to fulfill the company mission. A series of internships may be structured during the high school years, allowing a student to experience differences within the same industry or in different industries.

What is the purpose of an internship?

Internships can help accomplish the following:

- **Apply basic skills and knowledge to employment/community settings.** Students see the relationship and application of the skills and knowledge gained in the classroom as applied to a job. Internships also reinforce learning gained from other work-based activities, such as job shadowing.
- **Develop transferable skills.** Students develop new academic and technical skills at the worksite to bring back to the classroom setting. Students also learn employability skills, such as organization, problem solving and responsibility that can be transferred to the school setting.
- **Increase student self-esteem.** Students learn to see themselves as valuable, productive workers as they assume adult work responsibilities.

They develop a belief that they are capable of performing "adult" work successfully.

- **Focus on career interests by experiencing a job and career area in depth.** Students make more defined career decisions while working at an internship site and experiencing day-to-day operations and responsibilities.

- **Recognize the connection between school, work and future goals.** The internship experience allows students to see how school and work are related and how both are important and necessary to achieve future goals.

What are the roles and responsibilities of internship key players?

Internships require time, commitment and collaboration of the following partners:

- **Students** are responsible for working with the educator and business and community partners internship supervisor to clearly define the outcomes and activities of the internship. They must meet all expectations for effort, performance, behavior and attendance outlined in the internship agreement. They may or may not play a role in identifying an internship position.

- **Parents/guardians** provide ongoing support to the student. They may volunteer their own business or organization as an intern site and/or recruit other sites.

- **Educators** work with the student and business and community partners internship supervisors to define the internship project or learning objectives and the activities required to meet stated goals. They provide ongoing instruction and supervision to the student and help integrate the student's worksite experience with learning at school. Educators coordinate logistics of the internship, including clarifying legal rights, responsibilities and liabilities.

- **Business and community partners** collaborate with the student and educator to define the outcomes and activities of the internship. They provide opportunities for students to complete internship activities, learn and develop skills related to their business. The business and community partners instruct, support and evaluate the student throughout the internship. They inform other employees about the internships, coordinate logistics with the school and clarify legal rights, responsibilities and liabilities.

- **Community partners** (such as social service agencies, Chambers of Commerce, professional organizations and labor unions) provide internship experiences for students and help recruit other businesses and agencies to participate. They also advocate more generally for work-based learning opportunities within the community.
- **The NH Department of Labor** prescreens all business and community partners participating in internships.

What are internship key planning tasks?

The tasks outlined below are specific to implementing internships and assume that a strategic plan for work-based learning has already been established by the school, staff have been trained, business and community partners have already been recruited and evaluation and assessment procedures are in place. For information about these issues, see the *Common Elements* section.

The educator tasks described below might be handled by one key organizer or divided among several staff such as teachers, the School-to-Work Coordinator, counselors, administrators, parents/guardians and/or interns. If a particular teacher has experience working with a company or teaching a subject that especially connects to the internship, he/she may be best suited as coordinator. Similarly, if another staff person has relevant experience or interests, the coordinator role may best fall to him or her.

The business and community partner is the organization that is hosting the internship. The employee who supervises the internship will, henceforth, be called the internship host.

✓ **Determine who will be involved.** Internships might be appropriate as a requirement for all graduating seniors, as an assignment for a specific class such as college preparation, career connections, or home economics or offered as a course on its own. Internships are also sometimes offered by application only. Students are required to meet certain criteria—attendance, grades, written essay and oral interview—to be accepted as an internship candidate.

✓ **Recruit and orient business and community partners and internship hosts.** Internship placements can be either paid or non-paid work experiences. Both require the same commitment of time, planning and effort. In recruiting internship hosts and during subsequent orientation, be very clear about the purpose and structure of the internship. Objectives, specific activities and projects, rules regarding behavior and attendance and company regulations must be mutually agreed on and specified in writing.

Use community resources—Chamber of Commerce, Civic Organizations, industry associations, parents/guardians and corporate partners—for referrals. Students may also identify an industry site or businessperson with which they would like to intern. For more suggestions, refer to *Recruiting, orienting and supporting business and community partners* in the *Common Elements* section.

✓ **Match students with internship site.** Internship placements should be based on a number of factors including, but not limited to, students' career interests, students' strengths, weaknesses, expectations and availability of sites.

Whatever method you adopt, carefully interview students to determine their capabilities, career and postsecondary interests. Interview the internship host to determine what their expectations are of students and then make thoughtful matches so that both the business and community partner and the student can realize success. During the matching process, it is a good idea for students to interview with the prospective internship host as well.

✓ **Coordinate details of the internship with the internship host.** Because of the extensive nature of the internship agreement, it will require several meetings to coordinate all of the following details:

- Discuss date, time and length of the internship;
- Clarify legal rights, responsibilities, liabilities and relevant health and safety issues and provide necessary safety gear;
- Specify rules regarding behavior and attendance and consequences of not adhering to the rules;
- Develop a written agreement that defines the outcomes and activities of the internship;
- Comply with any company or industry internship requirements;

- Discuss a plan to evaluate the internship and the student's performance; and
- Schedule regular meetings to discuss the internship.

✓ **Identify what paperwork is necessary and how completing it will be coordinated.** Comply with all state, district, school and business and community partners requirements. See *What are State of New Hampshire internship regulations and requirements?* in this section and *Appendix C: Work-Based Learning and Liability and Child Labor Laws.*

✓ **Decide on scheduling.** Because of the significant time required at the workplace to complete an internship, student schedules will have to be carefully coordinated with school staff. One option to consider is developing internship opportunities with business and community partners after school and/or on weekends. The internship might also be incorporated with students' existing part-time jobs. There is great potential for students to learn and apply valuable skills at their jobs, provided the experience is clearly structured as an internship.

✓ **Arrange for transportation.** Determine how students will get to the internship site—by school bus, public transportation or other methods. Part of preparing youth for their internship experience might include training in reading a map and using a bus or train schedule. Review and follow school transportation policies.

✓ **Prepare students.** Plan an orientation session to discuss the requirements of completing an internship. Parents/guardians should also be part of the orientation so they are aware of what their child is committing to do and can support their learning. Follow the orientation with individual student interviews to outline specific details and requirements of the internship. An internship is a big commitment; assure students that you will continue to advise and mentor them throughout the experience.

Specific preparations include:

- Confirm logistics of the internship—dates, time, location, transportation and class scheduling changes;
- Identify student interests and ideas for internship activities;
- Plan a meeting with the internship business and community partner supervisor and student to define the internship project or

learning objectives and the activities required to meet stated goals;

- Establish expectations for effort, performance, behavior and attendance outlined in the internship agreement; and

- Have the student sign an internship agreement.

✓ **Develop internship work plans.** Every internship plan is unique. Projects and activities will vary depending on the time and interests of the students, teachers and internship hosts involved in planning and implementing them. Although no two plans are ever the same, some fundamental elements characterize them all:

- Students take the initiative in generating, articulating, organizing, realizing and presenting internship plans;

- Teachers are facilitators, helping students identify and resolve issues by providing support and advice;

- Internship hosts provide resources of support, guidance, materials, supplies and opportunities to make real application of skills;

- The plan has a clear purpose, specific activities to accomplish, and measurable outcomes;

- A schedule for completing projects and activities is part of the plan; and

- The plan includes how students will demonstrate and document acquired skills through products and presentations.

✓ **Maintain regular contact with students and the internship host.** Once students and business and community partners have signed an internship agreement, students will be responsible for fulfilling the terms of the agreement. There should be regularly scheduled meetings with school staff, students and the business and community partners to assess progress. School staff, of course, will continue to meet at least weekly with students to assist in completion of projects and activities.

✓ **Encourage student reflection.** Plan opportunities for students to think and talk about their internship with other students who are also interning and with students considering internships. Journal writing is another tool for encouraging students to record reflections of their experience.

- ✓ **Plan final presentations.** At the conclusion of the internship, students should have an opportunity to demonstrate what they have learned or accomplished to peers, parents/guardians, the internship host and school staff. Some programs have committees of staff, students, business and community partners and internship hosts to whom interns make the final presentations. Presentations can happen as part of a classroom celebration, be limited to the teacher, student and internship host or as part of a school assembly. Presentations and products should be documented in student portfolios.

- ✓ **Complete an evaluation.** Students, the internship business and community partner supervisor and staff should all complete an evaluation of the internship. Internship business and community partner supervisors and teachers will evaluate student performance based on specific outcomes described in the internship agreement. Students should rate their own performance as well. Evaluations should also highlight what worked well and what improvements might be made. See *Determining what is working* in the *Common Elements* section for more assessment strategies.

- ✓ **Assign students to write a thank-you letter to the internship host.** Learning to express thanks is an important life skill. Students should identify what they liked most about the internship and specific skills they learned.

What are examples of internship classroom connections?

An internship allows students to apply academic skills in an employment context, learn about work and gain an understanding of the business. Following are three examples for how to structure internships to connect the skills and knowledge students gain at school with those at the internship site. For more examples, see *Connecting work and learning* in the *Common Elements* section.

- **Develop projects/activities related to each school subject area.** Students can plan a project or activity related to each of their core subject areas. Subject area teachers might be required to review proposed activities for their respective subject areas. For example, a student interning at a computer sales and instruction business might propose the following activities: Health—create a poster that illustrates how to set up a computer and office space for proper ergonomic proportions; History—

use a computer graphic program to create a timeline with pictures and text showing the advance of computer technology; Economics—develop a graph to indicate fluctuation of monthly sales over one year and interview finance people to determine what impacts sales seasonally.

- **Solve a problem at the internship site**. Some internship sites will request working with students who have interests and skills to research a problem at the worksite and develop a solution. The student intern attends planning meetings and discussions about the problem, submits a written plan for how he/she will do research, form a hypothesis, make a plan, and create a product and/or propose a solution to fix the problem. For example, a senior center may be preparing an annual report and would like a student with photography skills to create a photo documentary of residents. The internship project would benefit the student because he has an interest in commercial art and photography and wants to apply to design school. This internship would provide him with an authentic portfolio piece required by the design school.

- **Explore "all aspects of the industry"**. Students can complete an internship for the purpose of exploring all aspects of that particular industry. For example, a student interested in operating a florist shop would, while interning at a florist shop, develop a project or activity related to each aspect of the business. The internship plan might be structured as follows: (1) *Planning*—observe what plans are necessary for preparing for orders during a major holiday; (2) *Management*—assist a supervisor in developing an employee schedule; (3) *Finance*—learn how to read the American Floral Society book on prices and take orders, visit the bank and find out how to finance a business and secure a business loan; (4) *Technical and production skills*—learn how to create floral arrangements and tie bows; (5) *Underlying principles of technology*—read trade publications and research new technology available to increase production in the shop; (6) *Labor issues*—compare and contrast the difference between part-time and full-time worker benefits; (7) *Community issues*—devise a plan of how to donate broken and damaged flowers to the local senior center for crafts; and (8) *Health, Safety and the Environment*—research the long-term effect of preservation chemicals on human skin and develop a poster that illustrates safety measures.

What are State of New Hampshire internship regulations and requirements?

Forms and additional instructions for the regulations and requirements outlined below can be found in *Appendix C: Work-Based Learning and Liability and Child Labor Laws.*

- **Prescreen for Partnership Building**. Schools must submit to the NH Department of Labor a complete prescreening profile of each business or agency where students are to be placed. The Student Accident Insurance program is not in effect without prescreening.

- **Non-paid Work-Based Learning program approval**. Once prescreening has been approved, an authorized school representative must complete and submit the Approval Form for Non-paid Work-Based Activities under RSA 279:22-aa to the NH Department of Labor. Be specific about what internship duties are planned and the objective of each. NOTE: Prescreening and program approval forms can be submitted simultaneously.

- **Work-Based Learning Student Accident Insurance**. The Work-Based Learning Student Accident Insurance program provides benefits to cover non-paid activities performed by a student at an approved work-based learning place of business. Coverage is in force only during specified times as authorized by the parties responsible for the placement of the students. Student accident insurance is strongly encouraged. In paid internships, the business and community partner/employee relationship is established; therefore, workers' compensation insurance must be in force for the student.

- **Safety Training**. The NH Department of Labor requires safety training for work-based learning experiences and recommends that a minimum of 10 hours be completed before a student graduates from high school. Any work-based learning experience that includes exposure to a hazardous occupational setting requires additional, specific safety training. For paid internships, safety training must be consistent with the business partners worksite requirements and the business and community partners must be compliant with safety provisions pursuant to RSA 281-A:64.

- **Time Records**. Accurate time records must be kept for each student participating in a work-based learning experience.

- **Students Are Not Workers**. Students participate in internships as learning experiences; however, in paid internships they have the same rights as other employees. Under no circumstances can current workers be replaced with paid interns.

- **Paid Internship Workers' Compensation**. In a paid internship, the business and community partner/employee relationship is established; therefore, workers' compensation insurance must be in force for the student. The Work-Based Learning Student Accident Insurance Program is not applicable to Paid Internship.

Current Practices in Internship

A strategy for work-based learning

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-- Winnacunnet High School --

At Winnacunnet High School, Work-Based learning experiences are expected of "all" students—not just vocational students. The school worked as a team with Janis Petrou, who had 15 years of business and education experience in the community, to organize and run a Career Center at the high school. The center was built and equipped through grants and business contributions.

The purpose of the Center is to provide both students and faculty meaningful experiences in the community and current labor market that augment classroom content and comprehension. Ms. Petrou developed clear, written procedures for each work-based learning activity. All students and faculty were required to complete an application. The application for internship includes the student's daily course schedule, a resume listing work experience, general interests and skills, plans for post-high school work, training and/or education and specific interests that support their desire to complete an internship.

Ms. Petrou interviews all applicants individually to develop a clear vision of student needs and interests. When interviews and paperwork are completed, she finds businesses or community-organization partners who will accommodate student interns. For example, last year two intern applicants presented an idea for a joint internship. One student was a junior taking college prep classes with an interest in writing. Another student was a senior in marketing trying to decide which aspect of the industry to pursue.

Ms. Petrou met with the editor of the local newspaper and they agreed that both students could fulfill internship goals at the paper. The internship was outlined as follows:

- Both students spent 9 to 11 weeks at the newspaper;
- Their hours would often overlap;
- Each rotated through marketing, public relations, finance, maintenance, distribution and circulation, advertising and the newsroom;
- Each visit lasted at least two hours, two or three days per week;
- Students had to take responsibility for making the necessary schedule arrangements with their Guidance Counselor;
- Parental permission was obtained; and

- Both attended a training workshop at the Career Center prior to interning to learn safety protocol, child labor laws, dress and behavior codes.

Ms. Petrou made arrangements with the sponsoring company and submitted required prescreening and non-paid work-based learning program approval forms to NH Department of Labor. She secured district permission to allow students to leave school property during school hours and to drive to and from the internship site. She required parental permission and agreement to encourage their youth to complete internship requirements, and signed student agreements to maintain satisfactory grades and attendance in every class.

Intern students submitted a plan for a final project that documented what they did, skills learned or enhanced, how all aspects of the industry applied to the newspaper, reflections about the experience and what they learned about themselves personally. The project could take any form, as long as it met the stated criteria. Teachers involved in the multidiscipline internship and the site host graded the project.

The factors contributing to the success of internships are as follows:

- Students met weekly with the coordinator or a teacher mentor to discuss their experience;
- The company host was in frequent and direct communication with the coordinator;
- Assignments, in addition to the final project, were developed prior to the internship to connect math, reading, economics and other applicable subject areas;
- Students were required to use some form of reflection—writing, drawing, etc.—after each internship visit to record the experience;
- Students kept a weekly log of hours, which was reviewed by the coordinator;
- A formal wrap-up session was held with students, staff and the host mentor to discuss the experience;
- All those participating in work-based learning experiences were honored at an annual awards function;
- Course credit was awarded for successful completion of the internship;
- Projects were evaluated against predetermined criteria; and

- Procedures were maintained with rare exception to validate the authenticity of the experience and respect commitment made by all parties.

To ensure that the benefits of internships are realized—enhanced self-image of participants, increased awareness of what is required in today's labor market and opportunities for developing skills and exploring interests—programs must thoughtfully plan structured and well-organized experiences. Every effort must be made to develop and administer a work-based learning system with high standards and expectations.

-- Milford Student Gets Great Results --

By Phyllis Thomas
Cabinet Press Reporter
Wednesday, June 10, 1998

MILFORD---When Christopher Kelly graduates from Milford High School this June, he will already have compiled work experience as an Internet programmer and a project manager, thanks to his own initiative and a school-business mentoring program called School to Careers. Besides taking the usual senior courses, Kelly also worked as an Internet Technology Programmer at Exploration Physics International, Inc. (EXPI) in Milford.

"He took the initiative of contacting us," said Ghee Fry, co-owner with his wife, Susan Fry, of EXPI. "He had an entrepreneurial idea -- to design a web site directory to aid searchers in locating hard to find computer drivers." Computer drivers are software that aid in operating hardware. For instance, someone who has purchased a used printer might not have been able to also buy the software needed to operate it. The necessary software might be available to be downloaded from the Internet, if it can be located. Kelly designed a web page directory-listing drivers and exactly where on the Internet they can be found.

EXPI decided to take Kelly on as a paid intern through Milford High School's School to Careers program. "He was a pilot project for us," said Lisa Ferrante, vocational counselor and School to Career Coordinator at the high school. "He was the first student to make a presentation of his work at the end of the school year and receive graduation credit."

Prior to Kelly, students who have worked as interns were not required to make a final presentation, nor did they receive credits toward graduation for their work. Kelly made his presentation at the high school on June 3 and so impressed his teachers, his business and community partners and his counselor that the requirement of making a presentation and the granting of credits toward graduation for work completed satisfactorily will be adopted into the curriculum, according to Ferrante. Kelly said during his presentation that when he took his idea for a web site directory to EXPI, the Fry's asked him how they could make money with the directory and he suggested advertising. Then he explained how he would go about securing advertisers and assuring payment.

Fry said once they decided to hire Kelly, they placed the whole burden of the project on him. "We said to him, 'you have the idea, you get it done.' He had to not only design the site, but he had to find other people to work with him and tell them what he wanted and when he wanted it," Ghee Fry said.

Kelly said the Fry's did participate, helping him develop set plans and timelines. To help him with the web site, Kelly involved some of his fellow students, and he said being a manager was not easy. "I was working with friends and that was hard. I had to tell them what to do," he said, "and I was worried at the same time what they were thinking of me."

During his presentation, Kelly said the project turned out to be much more difficult than he thought it would be. "I found out it is hard to compete on the Web. Every day new competition pops up that is better. You have to try and be the best." He also said, in response to a question from the audience, that "if he had it to do all over again, he would handle it differently". I handled this as a project, not a business venture," he said, "and if I could do it again, I would do it as a business venture. It would have been up much sooner if I looked at that way."

His directory, computerdrivers.com, is now in its third phase of development, up and running, but still being refined. It has received a lot of clicks, said Kelly, and EXPI is paid 5 cents per click. A click indicates that a searcher used the web site.

One searcher communicated only in Spanish. "Since I've had four years of Spanish, I was able to talk to him," said Kelly. Kelly said he intends to continue working on the directory while he attends Virginia Tech in the fall, and that he hopes it will become self-sustaining. He believes the experience of working at EXPI will give him a step over other people coming out of college, and it has also given him insight into what he will have to do to succeed in business.

Fry said Kelly was one of their most reliable and enthusiastic employees, and to show EXPI's commitment to the School to Career program, he presented Chris with a $300 scholarship.

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Registered Youth Apprenticeships

A strategy for work-based learning

This strategy departs from the standard format of the other strategies in this guide. It contains required youth apprenticeship guidelines established by the State of New Hampshire. (Guidelines for Setting-Up Registered Youth Apprenticeships, NH Department of Education, 1997.)

Registered youth apprenticeship—a paid work experience that leads to certification for entry into an occupation—is the most intensive form of work-based learning among the spectrum of work-based learning options identified by School-to-Work in New Hampshire. It combines paid employment, supervised on-the-job training and related academic instruction. This option should be considered only by youth with a serious commitment to training in their chosen occupational area.

School-based personnel involved with placing youth in registered apprenticeship programs should ascertain that extensive career exploration has taken place and that apprenticeship candidates have demonstrated strong interest and ability in the occupational area.

What is the purpose of a Registered Youth Apprenticeship?

A registered youth apprenticeship can accomplish the following:

- **Provide students part-time work as registered apprentices as they complete their school requirements.** Students gain academic credit and earn money while participating in a Registered Youth Apprenticeship. For many students who have to work, this allows them to complete high school graduation requirements.

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- **Develop competencies students and businesses need for success in the workplace.** Students learn responsibility, interpersonal skills, analytical and problem-solving skills and technical skills in business environments.
- **Increase student self-esteem.** Students gain valuable and immediately useful academic work skills. They recognize the connection between academic/skills learning and employment and career advancement opportunities.
- **Make immediate application of skills**. Job-related instruction learned in school is immediately relevant as students directly apply newly learned theory and technique in their jobs.
- **Ensure postsecondary education.** Students are required to complete further instruction at a local university, technical school, on-site in the workplace or through a correspondence course.
- **Provide business and community partners with workers trained by industry standards.** Apprenticeships are customized to meet the requirements and needs of the sponsoring business and community partner.
- **Allow schools and businesses to work together to achieve mutual goals.** Both are committed to the development of relevant curricula and training on state-of-the-art equipment and processes to provide students opportunities to become skilled and responsible citizens.

Who are Registered Youth Apprenticeship key players?

Developing registered youth apprenticeships requires considerable planning time, commitment and collaboration among the following key players:

- **Students** recognize registered youth apprenticeship is a long-term commitment that can lead to entry into an occupation. They commit to continue apprenticeship training after high school and a documented plan for accompanying postsecondary education. More specifically, they complete on-the-job training and related instruction in order to qualify for an apprenticeship certificate, graduate from high school, continue apprenticeship training and postsecondary education after graduation and usually pass a certification or licensing examination to gain journeyman status.

- **Parents/guardians** support and encourage the student and provide explicit support of the student's apprenticeship experience by signing, along with other key parties, the apprenticeship agreement.

- **Educators** work with work-based learning coordinators and industry professionals during the apprenticeship to provide technical and theoretical learning that supports students' applied learning. They mentor and guide students during the apprenticeship experience.

- **Business and community partners** sponsor the apprentice and are officially recognized and approved by the State of New Hampshire. They provide state-of-the-art on-the-job training for apprentices and coordinate academic learning with educators. They evaluate apprentice performance and increase wages over time as students develop skills.

- **Work-based learning coordinators** are the key points of contact between school- and work-based learning experiences. They organize the logistical details of placing students and they provide orientation and support to educators and industry partners. Work-based learning coordinators facilitate the signing of the formal collaborative agreement, ensure that components of the apprenticeship are operating within legal guidelines, monitor all aspects of the apprenticeship and act as liaison to the NH State Apprenticeship Council and the NH Employment Security Office.

- **Community partners** advocate for work-based learning experiences, including registered youth apprenticeships, within the community. Organizations that demonstrate a concern about young people and their future success, as adults are typically avid supporters of registered youth apprenticeship.

- **Postsecondary educational institutions**—university, community college, and/or technical schools—provide continuing related educational opportunities for the student/apprentice after high school graduation.

- **The Bureau of Apprenticeship and Training** maintains the registry of all registered youth apprentices, coordinates with the **NH State Apprenticeship Council** and with the activities of the **NH Department of Education.**

- **The NH Employment Security Office** (NHES) explains apprenticeship standards to business and community partners and obtains agreements to standards. They provide information to the business and community partner, student, secondary school and coordinate with the State Apprenticeship Council.

- **The NH Department of Education** approves and coordinates instruction related to the registered youth apprenticeship. It coordinates among labor unions, NH Community Technical Colleges, "in-house" training opportunities, proprietary colleges and the NH Department of Education.
- **The NH Department of Labor** prescreens all business and community partners participating in Registered Youth Apprenticeships and coordinates the approval of all apprenticeship programs.
- **The NH State Apprenticeship Council** is a regulatory panel that approves all apprenticeship programs and sets State apprenticeship policies.

How to become a Registered Youth Apprentice

Students typically begin a Registered Youth Apprenticeship during their junior year of high school. Preferably, the student has already formed a relationship by this time with a business and community partner who is willing to sponsor the student as an apprentice. To become a registered youth apprentice, a student must sign an apprenticeship agreement with a business and community partner who has a registered youth apprenticeship program (sometimes referred to as a school/apprenticeship linkage program). In New Hampshire, apprenticeship programs are approved and registered by the NH State Apprenticeship Council.

Some local business and community partners may already have registered youth apprenticeship programs as a means of training skilled personnel. If local registered youth apprenticeship opportunities do not currently exist related to a student's expressed interests, these programs can be developed through the local office of NH Employment Security.

What occupations train using apprenticeship?

There are over 800 apprenticeable occupations. New Hampshire is actively working to expand Registered Youth Apprenticeship opportunities in industries such as biotechnology, telecommunications, financial management and the hospitality fields.

According to federal guidelines for registered apprenticeship, occupations in which apprenticeship programs can be developed must:

- Be widely recognized as a distinct occupation throughout an industry;
- Be customarily learned in a practical way through a systematic program of supervised on-the-job training;
- Involve training in manual, mechanical, or technical skills and knowledge; and
- Require at least 144 hours of related instruction for each 2,000 hours of on-the-job training.

If these conditions are met, development of a new Registered Youth Apprenticeship program may proceed.

What are regulations regarding hazardous occupations?

Registered youth apprentices are allowed to be employed in hazardous occupations because they receive safety training both at school and on-the-job. Apprentices must be closely supervised by at least one professional worker at all times. In addition, waivers must be secured from the NH Department of Labor for youth apprenticeships in hazardous occupations.

What are necessary conditions to create Registered Youth Apprenticeships?

Four conditions are essential to creating a registered youth apprenticeship:

1. There must be a student who is minimally (according to business and community partners criteria) qualified for the job and has the ability and interest to pursue employment and training in the field. Program flexibility is possible based on business and community partners and apprenticeship need.

2. There must be a business and community partner willing to provide approximately 20 hours a week of supervised on-the-job training in an apprenticeable occupation.

3. There must be at least 72 hours a year of related instruction available that directly supports on-the-job training.

4. After graduation, the apprentice must complete 144 hours a year of related instruction and 2,000 hours a year of on-the-job training in order to complete the apprenticeship program. (However, program flexibility is possible based on business and community partner and apprentice need.)

What are required steps for developing Registered Youth Apprenticeship programs?

1. The student's interest is investigated in terms of whether or not it is apprenticeable.

2. A business and community partner is found based on the student's expressed occupational area of interest. This business and community partner must be willing to employ the student as a registered youth apprentice and provide the on-the-job training necessary to acquire the skills for the occupation.

3. The work-based learning coordinator contacts the local NH Employment Security Office (NHES). At the same time, he/she obtains a work process and related instruction outline for the occupation under consideration. (See 5 and 6).

4. NHES will arrange to meet with the business and community partner to develop Standards of Apprenticeship. (Be certain NHES is aware that this is a Registered *Youth* Apprenticeship program under development, as the Standards will be modified to reflect the potential employment of minors.)

   The Standards of Apprenticeship are designed to assure that the apprenticeship program will meet state and federal regulations to ensure a quality training experience for the apprentice. The occupation, minimum entry qualifications for an apprentice, length of the apprenticeship, supervision of the apprentice, safety training on the job and in related instruction, wage schedule, credit for previous education or job experience, etc., are all committed to paper in this document.

5. The work-based learning coordinator will obtain an example of a Work Process from NHES. The work process is an addendum to Apprenticeship Standards. It describes the types of work experience that an apprentice will receive during the supervised on-the-job training. This list of work tasks includes an allocation of time spent in each major work

process or identifies competencies that need to be gained before reaching professional status. Typically, work processes are time-based and cover the total recommended training period for a specific occupation. For example, Cosmetologists work 2,000 hours of on-the-job training and Electricians work 8,000 hours.

The work process is also used for tracking progress of on-the-job training, either through hours worked or competencies gained. While in school, registered youth apprentices can earn hours, which contribute to the acquisition of the total hours required for that occupation. School personnel involved in the development of a registered youth apprenticeship program will want to review the work process with the student(s) and business and community partner(s) involved so a mutual understanding about the work to be covered during supervised on-the-job training is clear to all parties.

In the case of a hazardous occupation, the work tasks that are considered hazardous are identified in the work process and the business and community partner is encouraged to delay exposure to these tasks until the apprentice is 18 years of age or older.

If a work process is not available from NHES, contact the Bureau of Apprenticeship and Training (BAT).

6. Simultaneously to developing on-the-job training, the work-based learning coordinator develops a Related Instruction Outline, which is included as an addendum to the apprenticeship Standards. This identifies the core vocational areas in which the apprentice must receive school-based learning during the course of the apprenticeship program. Where specific vocational programming related to the occupational area cannot be found, the work process needs to be analyzed by the business and community partner to help identify academic courses necessary to develop foundation skills. For example, math courses would be identified as critical in an electrical apprenticeship.

   Sources for all related instruction must be identified before an apprenticeship program can be approved. In registered youth apprenticeship programs, the secondary school must identify which classes will be available to the apprentice during the high school experience, as well as the instruction the apprentice will receive after graduation in order to meet the related instruction requirements. In an effort to raise the occupational skill standards of the student, NH Community Technical College courses should be investigated and emphasized. The particular classes that will provide related instruction at the high school level would be identified in the Collaborative Agreement.

7. Following development of on-the-job training and the related instruction outline, the work-based learning coordinator completes the Collaborative Agreement. This document is used as a tool to define the various roles and responsibilities of parties involved in a registered youth apprenticeship program. It contains basic information about the apprenticeship program (for example, it includes a list of the particular classes at the high school level that the youth apprentice will take for apprenticeship-related instruction). It also serves as a clarifying device for the parent, student, business and community partner, school and postsecondary representative, as well as for the Bureau of Apprenticeship and Training and the NH Department of Labor. (All minors who are employed as registered youth apprentices will need work certification papers. School personnel can assist in obtaining this certification.)

8. When the Collaborative Agreement and the Apprenticeship Standards have been completed, the business and community partner and apprentice complete an Apprenticeship Agreement. This document marks the official beginning of the registered apprenticeship. It is forwarded to the Bureau of Apprenticeship and Training for approval from the State Apprenticeship Council. The NH Employment Security staff can forward this document to BAT, or the business and community partner may send it directly to BAT once it has been completed.

   By signing an Apprenticeship Agreement, the apprentice enters the National Apprenticeship Program and will receive a nationally recognized Completion Certificate upon successful completion of the apprenticeship.

9. The NH Employment Security representative will forward the Apprenticeship Standards and Apprenticeship Agreement, the Collaborative Agreement and a Sponsor Checklist (filled out by NH Employment Security and by the business and community partner) to the Bureau of Apprenticeship and Training, which will, in turn, forward these documents to the NH State Apprenticeship Council for approval and registration. Once approved, the Bureau of Apprenticeship and Training will mail copies of the documents to the business and community partner and maintain appropriate records until the apprentice has completed the apprenticeship program.

10. When the apprentice has completed the on-the-job training described in the Standards and has successfully completed all related instruction, the business and community partner may request a Certificate of Completion for the apprentice. The business and community partner submits documentation of the on-the-job training and related instruction, if it has not been submitted previously, and states that the apprentice has completed all aspects of the apprenticeship training and is working at the

professional level. The request for a Completion Certificate is forwarded to the Bureau of Apprenticeship and Training and the Certificate is issued by the State Apprenticeship Council and forwarded to the business and community partner.

11. All registered apprenticeship programs in trades or professions that require professional licenses in New Hampshire are designed to meet or exceed licensing requirements. Business and community partners and apprentices must make sure they have completed any additional procedures required by state licensing boards for occupations, (for example, Plumber, Electrician, Cosmetologist, etc.).

How to recruit apprenticeship partners

Contact the NH Employment Security Office, the Bureau of Apprenticeship and Training and the NH State Apprenticeship Council for information about registered apprenticeship programs. Also, contact state and federal departments of labor for information about industries that lack skilled workers. Establish communication with these occupations and discuss the benefits of registered youth apprenticeship partnerships.

For additional ideas on how to recruit business and community partners who might be interested in starting apprenticeship programs, see *Recruiting, orienting and supporting business and community partners* in the *Common Elements* section.

What are examples of Registered Youth Apprenticeship classroom connections?

Many apprenticeship programs have developed their own tailored curriculum to integrate school and on-the-job training. Contact State of New Hampshire apprenticeship experts for more information. Also, see *Connecting work and learning* in the *Common Elements* section for suggestions of tools to supplement and enhance established curriculum.

What are additional State of New Hampshire regulations and requirements for Registered Youth Apprenticeships?

Forms and additional instructions for the regulations and requirements outlined below can be found in *Appendix C: Work-Based Learning and Liability and Child Labor Laws.*

- **Workers' Compensation.** In a Registered Youth Apprenticeship, the business and community partner/employee relationship is established. Therefore, workers' compensation insurance must be in force for the student. The Work-Based Learning Student Accident Insurance program is not applicable to Registered Youth Apprenticeship.

- **Safety Training**. The NH Department of Labor requires safety training for work-based learning experiences and recommends that a minimum of 10 hours be completed before a student graduates from high school. Any work-based learning experience that includes exposure to a hazardous occupational setting requires additional, specific safety training. For Registered Youth Apprenticeships, safety training must be consistent with the Apprenticeship Agreement and comply with hazardous occupation regulations. The business and community partner must be compliant with safety provisions pursuant to RSA 281-A:64.

- **Time Records**. Accurate time records of hours on the job and in instruction must be kept for each student participating in a Registered Youth Apprenticeship.

Current Practices in Registered Youth Apprenticeship

A strategy for work-based learning

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-- Winnacunnet High School --

At Winnacunnet High School, the Apprenticeship Advisory Committee has been working to expand registered youth apprenticeships within the school and business community for the past 3½ years. They have averaged about two placements each year. Most have been either in cosmetology or electrician areas, two fields with established track records of apprentice systems. Two students have successfully completed the youth apprenticeship; one student is fully employed as an Electrician, and another is enrolled at UNH in Engineering. He plans to continue his apprenticeship during college breaks and summers.

Recently, the school had a unique opportunity to develop a brand-new apprentice program in computer-aided design and drafting (CADD). A second-year student with strong math skills, computer knowledge and an interest in design was looking for an apprenticeship for his junior and senior years. The owner of a local high-tech firm manufacturing communication components, who was also the chair of the school's Apprenticeship Advisory Committee, agreed to help develop a CADD Registered Youth Apprenticeship. However, since there was not a preexisting CADD apprentice program in New Hampshire, a program had to be designed from scratch and approved through all the appropriate channels.

All students interested in apprenticeship have to undergo a rigorous screening process because of the scale and duration of the commitment. This is particularly true for students interested in a brand-new apprenticeship. The student in question was assigned the task of researching the field of CADD, initiating an informational interview with the prospective company and submitting a report to the school career counselor. The report had to contain information about the company and detail what the apprenticeship would entail and what training was needed. In addition, the student was required to complete three job shadows in his chosen field of CADD and two in other fields of interest to be sure that CADD was the right choice. Finally, he had to write an essay summarizing his knowledge of the field and his interest in an apprenticeship.

While the student's tasks were under way, the school apprenticeship coordinator and a representative from the company began working on the necessary paperwork to get an apprenticeship approved. One of many important tasks was completing reports and forms required by the NH Department of Labor and the Bureau of Apprenticeship and Training:

1) *Standards of Apprenticeship*, which outlined logistic details of the apprenticeship, such as the duration and supervision of the apprenticeship, wages and academic credit;

2) *Work Process Schedule*, which detailed specific tasks and a time outline for the entire training period, which was 8,000 hours for CADD;

3) *Related Instruction Outline* describing who was providing instruction and the content of all related academic instruction (both high school and postsecondary) needed for the apprenticeship; and

4) *Collaborative Agreement*, outlining specific roles and responsibilities of the business and community partner, school and student.

Developing these documents required meetings and telephone calls between the company representatives and the school with assistance from the State Director of the Bureau of Apprenticeship and Training.

When all the paperwork was completed, the business and community partner and the student signed an Apprenticeship Agreement formalizing their voluntary contract. All forms were forwarded to the State Apprenticeship Council for approval and registration, and the new CADD apprenticeship was officially under way!

In the summer following his second year, the student began working in the CADD Department at the company on a full time paid basis. When the school year began, the student switched to a part-time schedule, working from noon to 5:00 p.m. four afternoons per week. His academic course load included an advanced math class and a drafting class that supported the more advanced tasks he was beginning to complete on the job. The following summer, the student again worked full time at the company. By fall of his senior year, the student had 2,000 of 8,000 apprenticeship hours under his belt. He was now more interested and confident in his ability to be accepted in a traditional four-year college program. In fact, his new interest in college had developed in part from exposure to many workplace colleagues who had completed bachelor and master's degrees.

Appendices:

- A. State, Regional and Local Work-Based Learning Resources
- B. National Work-Based Learning Organizations and Resources
- C. Work-Based Learning and Liability and Child Labor Laws
- D. NH Department of Labor Prescreen for Partnership Building
- E. NH School Board's Trust Insurance
- F. Guidelines for Approving Building Trade Activities
- G. NH Department of Labor Introduction to Safety and Health Curricula 1997
- H. Clarification Letters
- I. Glossary of Terms

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		7	Colebrook, Clarksville, Columbia, Pittsburg, Stewartstown
		9	Albany, Bartlett, Chatham, Conway, Eaton, Hart's Location, Jackson
		20	Dummer, Errol, Gorham, Milan, Randolph, Shelburne
		23	Bath, Benton, Haverhill, Monroe, Piermont, Warren, Woodsville
	Gary Guzouskas	36	Carroll, Dalton, Jefferson, Lancaster, Whitefield
		58	Northumberland, Stark, Stratford
	Ed Taylor	3	Berlin
		7	Clarksville, Colebrook, Columbia, Pittsburg, Stewartstown
		8	Albany, Bartlett, Chatham, Conway, Eaton, Hart's Location, Jackson
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		23	Bath, Benton, Haverhill, Monroe, Piermont, Warren, Woodsville

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		51	Barnstead, Pittsfield
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		54	Atkinson, Danville, Hampstead, Plaistow, Sandown
	Ed Hendry	25	Bedford
		28	Pelham, Windham
	Vacant	26	Merrimack
		19	Dunbarton, Goffstown, New Boston
	Sue McKevitt	57	Salem
		10	Derry Special, Derry Town
	Kim Runion	37	Manchester

South West

Team Leader:	Joanne Baker		
Liaison:	Joanne Baker	6	Claremont, Cornish, Unity
		29	Keene
	John Davy	1	Antrim, Bennington, Dublin, Francestown, Greenfield, Hancock, Peterborough, Sharon, Temple

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	34	Deering, Hillsboro, Washington, Windsor
Lynda Thistle Elliot	24	Henniker, Stoddard, Weare
	47	Jaffrey, Rindge
Pam Flynn	32	Lebanon, Plainfield
	75	Grantham
	71	Goshen, Lempster
Tina Hale-List	22	Dresden, Hanover, Lyme, Orford, Norwich VT
Joyce Johnson	63	Greenville, Lyndeborough, Mason, New Ipswich, Wilton
	66	Hopkinton
Constance Manchester-Bonenfant	40	Milford
	43	Croydon, Newport, Sunapee
Diane Ogelsby	41	Brookline, Hollis
	60	Acworth, Alstead, Charlestown, Langdon, Walpole
Sue Rayman	65	Bradford, Newbury, New London, Springfield, Sutton, Warner, Wilmot
Linda Stimson	39	Amherst, Mont Vernon
	29	Westmoreland, Chesterfield, Harrisville, Marlborough, Marlow, Nelson
Jackie Teague	38	Fitzwilliam, Gilsum, Hinsdale, Richmond, Roxbury, Sullivan, Surry,

Swanzey, Troy, Winchester

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B. National Work-Based Learning Organizations and Resources

Work-Based Learning Organizations

(This list of work-based learning organizations was adapted, in part, from HORACE, Coalition of Essential Schools, Volume 14, Number 1, September 1997; Brown University.)

American Youth Policy Forum has publications for educators interested in youth development and school-to-work issues. 1001 Connecticut Ave. NW, Suite 719, Washington, and DC 20036: (202) 775-9731.

HORACE, Coalition of Essential Schools, 5 times yearly publication. Brown University, Attn: CES Subscriptions, P.O. Box 910, Oxion Hill, MD 20750-0910; (800) 62-HORACE.

Jobs for the Future works nationally with school, districts, and communities to design, create, and assess school-to-career learning. One Bowdoin Sq., Boston, MA 02114: (617) 742-5995.

Johnson Foundation researches and develops quality resources including Principles of Good Practice for Combining Service and Learning. 33 East Four Mile Road, Racine, WI 53402 www.johnsonfdn.org

Manpower Demonstration Research Corporation designs and tests education- and employment-related programs for disadvantaged youth, 3 Park Ave., New York, NY 10016: (212) 532-3200.

National Academy Foundation in New York networks over 170 career academy programs nationwide. 235 Park Avenue, 7th floor, New York, NY 10003: (212) 420-8400.

National Association of Partners in Education, Inc. (NAPE) 901 Pitt Street, Suite 320, Alexandria, VA 22314: (703) 836-4880 or web address http://NAPEhq.org

National Center for Research in Vocational Education, 2030 Addison St., Suite 500, Berkeley, CA 94720; (800) 762-4093.

National Service-learning Cooperative Clearinghouse, (800) 808-7378 or web address: nscl-hz@mail.wcfe.coled.umn.edu

National Youth Leadership Council. 1910 W. County Road B, St. Paul, MN 55113; (800) 366-6952.

New Ways Workers acts as a national broker for school districts, community organizations, businesses, and other groups to provide work-based educational experiences for students. 785 Market St. #950, San Francisco, CA 94103; (415) 995-9860.

Northwest Regional Educational Laboratory provides materials and training related to all aspects of the industry, education and work. 101 SW Main, Suite 500, Portland, OR 97204: (800) 547-6339, x 595.

Project-Based Learning Network connects educators interested in project-based learning, school-to-career initiatives, and education reform. Autodesk Foundation, 111 McInnis Parkway, San Rafael, CA 94903: (415) 507-5664.

Project Service Leadership develops resources and disseminates information related to service-learning. Project Service Leadership, 12703 NW 20th Avenue, Vancouver, WA 98685: (306) 576-5070.

Wise Individualized Senior Experience (WISE) Services helps schools organize project-based learning as transition to life beyond high school. Contact Vic Leviatin, 29 Old Tarrytown Road, White Plains, NY 10603: (914) 428-1968.

Working to Learn, a project of TERC Communications, develops curriculum materials and provides workshops to strengthen the quality of work-based learning. 2067 Massachusetts Ave., Cambridge, MA 02140; (617) 547-0430.

Print Resource Materials

Career Guidance Resource Packet. Compiled by the Career Guidance Steering Committee of the NH School-to-Work Network. First Edition, February 1997.

Connections: Linking Work and Learning series. The Northwest Regional Educational Laboratory (NWREL) and Jobs for the Future. Available through NWREL Document Reproduction Service, (800) 547-6339, ext. 519. Products in the series include:

Business and Community Partner Recruitment and Orientation Guide
Job Shadow Guide for Staff
Job Shadow Guide for Students
Career Exploration Guide for Staff
Career Exploration Guide for Students
Learning Site Analysis Form
Integrated Workplace Learning Project

Survival Skills: A Guide To Making It On Your Own
Learning in the Community: From A to Z

School-to-Work Toolkit: Building a Local Program—Design Elements and Best Practices from Pioneering School-to-Work Programs Across America. Jobs for the Future (JFF). Available through JFF, (617) 661-3411.

New Hampshire School-to-Work Toolkit, Version 1.0. The NH School-to-Work Network work-based Learning Initiative.

WORKmatters. A comprehensive job-readiness curriculum. Public/Private Ventures. Available through Contemporary Books, (800) 621-1918. Products in the series includes:
Personal Resources
Human Relations on the Job
Career Exploration
Workplace Skills
Job Search

Work-Based Learning and Liability

Planning and preparation are key elements to assure success of any work based learning initiative. Liability must be addressed as a primary concern prior to student participation in work based learning activities.

Reality based understanding of the socio-economic factors of liability often does not become apparent until a claim is filed. In order to reduce the risk of any claims, we must work proactively to prevent these hardships through education and respond to incidents in a reasonable and cost effective manner.

In collaboration with school districts, insurance professionals and safety experts we provide a comprehensive approach to reducing risk factors in work based learning opportunities.

School Districts - need to contact their General Liability insurer to confirm coverage and learn if these activities are within the scope of their policy. Liability awards are limited (by statute) for public entities to $150,000 per person, $500,000 per occurrence unless they carry higher General Liability limits. Medical costs incurred as a result of an accident would not be covered under a general liability policy unless caused by the district's negligence. Therefore, we have secured a Student Accident Policy for the districts to access adequate coverage at very reasonable cost. (see application form)

Workers' Compensation - Although students participating in work-based learning activities will be visiting worksites in order to gain these experiences they are not considered employees of that employer. As long as the experience is an extension of the classroom, no employer/employee relationship exists. Therefore they would not be covered under the business partners workers' compensation insurance and this is why we recommend the aforementioned student accident policy for adequate coverage in case of an incident on site.

Faculty members who participate in work-based learning activities on-site with business partners are protected under the workers' compensation laws of New Hampshire (this is an extension of their job as a member of the faculty within the school district). Again, we encourage teachers to be involved in these work-based learning activities and recommend they experience these opportunities to better apply the academics in the classroom to business and community environments. The business partner is not liable for workers' compensation coverage when a faculty member participates in activities on-site. This is strictly the responsibility of the school district.

Business Partners - will not be liable under the workers' compensation statute for students in non-paid work-based learning activities as long as the Department of Labor approves the activities.

Paid Work Experiences - An employer who hires one or more persons in one or more trades, businesses, professions or occupations whether in one or more locations is subject to the provisions of RSA 281-A, the Workers' Compensation Statute.

The only business exempt from the requirement to purchase workers' compensation coverage are sole proprietorships (self-employed persons) and corporations which have **only three** corporate officers and **no** employees other than these three officers.

There is often confusion about the respective responsibilities of employers and subcontractors in providing workers' compensation coverage for workers. If a business utilizes the services of subcontractors the businesses should be certain that all subcontractors provide the required workers' compensation coverage for their employees. The business (or general contractor) may be held liable for compensation of any injury that occurs to the subcontractor's employees, if the subcontractor fails to provide workers' compensation coverage.

Students - must have adequate training and knowledge of appropriate behaviors for effective learning opportunities. They need to know who to call if a problem or issue arises and be reassured that their well being is first and foremost. Site supervision is required for student accident insurance coverage.

Safety training and awareness is a requirement for work-based learning activities and such should be considered with other school policies and programs for implementation. High school students must receive adequate training before exposure to a work based learning site. We recommend a minimum of ten (10) hours of safety training to be completed by high school graduation. Curriculum is available in this guide. Additionally, the Department of Labor Safety staff is available to provide training to faculty members, staff and registered apprentices.

Safe practices are our primary concern with any work-based learning activities. For example, under no circumstances should a student transport another student to a work-based learning site.

Non-Paid Work-Based Learning Approval Process

Please refer to Appendix D: New Hampshire Department of Labor Prescreen for Partnership Building systems and tools.

The authorized school representative who is responsible for these activities must complete this form. Please complete this form and return it to the NH Department of Labor by mail or fax. The form should reflect the specific goal and objectives of the program. Safety training must be provided and specific to the activities if they are classified as hazardous consistent with the statute and regulations of the Youth Employment Law.

The form is self-explanatory; however, should you have any questions or concerns, please contact The NH Department of Labor staff.

Once the program is approved, we will provide you with three of the four copies of the original form or fax a response, as requested. The school is responsible for supplying the business and community partners with their copy of the approval form. If the program is not approved, we will provide you with an explanation as to what needs to be completed by the business and community partners for approval. In most cases we are confirming compliance with the safety provisions of our workers' compensation laws. In cases where we find there are a considerable number of labor laws that have been violated, we will advise the district that the site is not recommended for placement. The student accident insurance policy will not cover claims if the work-based learning site is not prescreened and approved by the NH Department of Labor.

Another method of instruction conducted during school hours, off-site, related to the construction field included but not limited to carpentry, building construction, electricity and plumbing is available. Guidelines and an application for approval relative to the Building Trades Activities can be found in the following pages.

The application requires authorization from the superintendent of schools. Additionally, the NH Department of Education and Labor review it for approval.

Paid Work-Based Learning

Registered Youth Apprenticeship involves actual work including earnings. These programs are approved through a separate process. Please contact Jack Jarvis at the Department of Labor at 271-6297, or Jill Houser at the Bureau of Apprenticeship and Training at 225-1444 for information regarding these paid experiences. There is also additional information regarding apprenticeship in the Registered Youth Apprenticeship section of this guide.

A cooperative work experience is a structured method of instruction whereby students parallel their high school or post-secondary studies with paid employment in a field related to their academics or occupational objectives. The terms of the cooperative agreement are addressed in the following Memorandum of Understanding. This two-page document requires information and signatures from faculty members, the student, parent and employer. The NH Departments of Education and Labor also provide approval.

New Hampshire Youth Employment Law and Child Labor Requirements Pursuant to the Fair Labor Standards Act

The New Hampshire Youth Employment Law and the Child Labor Provisions of the Federal Fair Labor Standards Act were enacted to protect our youth from injury in the work place and to prevent work experience from interfering with educational requirements. It is our goal to ensure there is a general understanding of the Youth Employment laws in order to assure that students are protected from unsafe conditions in non-paid or paid work-based learning experiences. Work-based learning experiences enhance the education process by highlighting the relevancy between academics and applied business experiences.

The following is a summary of the New Hampshire Youth Employment Laws and hazardous occupation restrictions consistent with the Fair Labor Standards Act. It should be noted that this is only a summary of the applicable statutes and administrative rules and do not fully represent each specific statutory requirement. The N. Youth Employment Law (RSA 276-A) and the Fair Labor Standards Act (Federal Child Labor Bulletin #101) are available through the State and Federal Departments of Labor. Although there are some sections of both the State and Federal Laws which address the same issue, the stricter of the two standards must be observed. The governing jurisdiction is specific to the state in which the youth is employed. The non-paid work experiences through the School-to-Work initiative clearly are an extension of the classroom, therefore there is no employer/employee relationship established. However, once wages are earned, such as in a paid internship or a registered youth apprenticeship, the relationship between the business and community partners and the student become that of employer/employee. Once that relationship has been established, the employer and employee are subject to the New Hampshire Youth Employment Laws as well as the Fair Labor Standards Act. Given the supervisory scope of Registered Youth Apprenticeship and other approved training programs, some of the prohibitions from hazardous occupations do not apply to specific work-based learning experiences.

No youth shall be employed or permitted to work without a Youth Employment Certificate or parental authorization in the State of New Hampshire unless that employment is directly provided for a parent/guardian, grandparent or at work, defined in this chapter as casual or farm labor. Any youth of the ages sixteen and seventeen years are not required to provide a Youth Employment Certificate but must provide the employer a written authorization from a parent/guardian in order to be employed. No youth under the age of sixteen shall be employed or permitted to work in dangerous manufacturing setting, construction, mining and quarrying occupations or in logging. Additionally, the Fair Labor Standards Act outlines more specific prohibitions which the State of New Hampshire has adopted as they are the more stringent. The following is an illustration of those prohibitions:

- manufacturing and storing explosives
- motor vehicle driving and outside helper
- coal mining
- logging and sawmilling
- **using power-driven woodworking machines including saws**
- exposure to radioactive substances
- operation of power-driven hoisting devices, including forklifts, cranes and non-automatic elevators
- **use of power-driven metal forming, punching, and shearing machines**
- mining other than coal mining
- **slaughtering or meat-packing, processing or rendering including the use of power-driven meat slicers**
- operation of power-driven bakery machines
- **use of power-driven paper products machines including paper balers**
- manufacturing of brick, tile and kindred products
- **use of circular saws, band saws and guillotine shears**
- wrecking, demolition and ship-breaking
- **roofing operations**
- **excavating including work in a trench as a plumber.**

There are exemptions to this regulation if the agreement for work in a hazardous occupation is incidental to training, the hazardous activities are intermittent and for short periods of time while under the direct and close supervision of a qualified person; safety instruction is crucial. Again, this exemption applies only to those activities which are approved by the NH Department of Labor.

There are a number of prohibitions in terms of restricted hours for compliance and such may be obtained from the NH Department of Labor. Special consideration should to be given to full-time school weeks in relationship to the number of hours required for the work experience. Youth Employment Certificates are to be obtained by the employer from youth seeking employment, within three business days of the first date of their employment.

Any youth ages fourteen and fifteen years are prohibited from occupations and activities as listed below:

- manufacturing, mining, and processing
- most transportation jobs
- cooking other than within view of the public at lunch counters and snack bars
- work in warehouses and workrooms
- public messenger service
- work on construction sites other than in the office
- any job involving power-driven machinery including hoist, conveyor belts and lawnmowers.

Any youth employed in agricultural work including all the variations of farming practices may have prohibitions. Additionally, there are some exemptions which are outlined in the Fair Labor Standards Act and its regulations-specifically, number 29 CFR 780. Again, these specific regulations may be obtained from the Federal Department of Labor Office in Manchester, NH. There are fewer restrictions for youth ages sixteen years and older with respect to the number of hours that they can work in an agricultural career pathway. There are however, specific hazardous occupation orders as established by the Federal Department of Labor which prohibit fourteen and fifteen year olds from being engaged in certain types of agricultural work. The following table describes those activities which are prohibited:

- operating a tractor or connecting or disconnecting tractor parts or implements
- operating or assisting in the operation of specified machinery and equipment
- working in a yard, pen or stall occupied by specified animals
- felling, loading, bucking or skidding timber more than six inches in diameter
- working from a ladder or scaffold at a height of over 20 feet
- driving a vehicle transporting passengers or riding on a tractor
- working in certain silos, storage areas and manure pits
- handling toxic chemicals, blasting agents and anhydrous ammonia.

There are some exemptions allowed for students in an agricultural career which also include the aforementioned requirements of safety training and approval from the NH Department of Labor as a work-based learning experience. Please contact the NH Department of Labor with specific questions regarding these exemptions.

Registered Youth Apprenticeship programs allow for a broader base of work activities; however, only those registered by the NH Apprenticeship Council will be recognized for certain exemptions to employment.

DEPARTMENT OF LABOR
BI-WEEKLY TIME SHEET

Employee Signature ____________________

Payroll Period ____________________

FRIDAY		FRIDAY	
SATURDAY		SATURDAY	
SUNDAY		SUNDAY	
MONDAY		MONDAY	
TUESDAY		TUESDAY	
WEDNESDAY		WEDNESDAY	
THURSDAY		THURSDAY	
-TOTALS-		-TOTALS-	

____

Supervisor's Signature Date

Pre-Screen for Partnership Building

Instructions for Approval for
Non-Paid Work Based Activities under RSA 279:22-aa

The authorized school representative (school coordinator) shall submit to the NH Department of Labor a complete prescreening profile of each business where students are to be placed. We recommend submitting this information when you initiate building a partnership with a local or regional business. The following information is required as noted in the attached format:

(1) Name of School
(2) School Coordinator's Name
(3) Telephone number (school or coordinator)
(4) Business Name
(5) Federal ID Number (business)
(6) Address (business)
(7) Number of employees (at business location full and part-time)
(8) Contact name (business location)
(9) Telephone number (business)

The list of businesses in the above format shall be mailed or faxed to NH Department of Labor, PO Box 2076, Concord, NH 03302-2076, Fax number 271-2668.

If the profile is incomplete, it will be returned to the school.

Approval from the NH Department of Labor shall be obtained before any student is placed at a business location.

If a business location is rejected, the reason for rejection will be stated on the profile list and the school coordinator will be responsible for contacting the business to discuss the reason for rejection or request the Department of Labor staff to address such with the business site. If the employer is eager to comply with the NH Department of Labor laws, please refer the business to the department at 271-3176. Contacts are Jack Jarvis or Cynthia Flynn. We will make every reasonable effort to ensure their compliance in order to assist with the partnership building process.

School____________________

School Coordinator______________

Telephone___________________

Submit to: NH Department of Labor
PO Box 2076
Concord, NH 03302-2076

FORMAT FOR SUBMITTING BUSINESS PARTNER NAMES FOR PRE-SCREENING BY DEPARTMENT OF LABOR.

BUSINESS NAMES MUST BE SUBMITTED IN THE FOLLOWING FORMAT

Once received, the Department of Labor will review the organization's compliance with regulated safety requirements, their loss history and any other labor law violations. The Department will return these "pre-screened" lists to the school district with "reasons for rejection" as indicated. If the business named has any questions or concerns, they should contact Jack Jarvis or Cynthia Flynn at 271-3176.

P Business Name:______________________________ Federal I.D. #______________
R
O Address:______________________________________
F
I City:____________________ NH Zip__________
L
E Number of Employees:__________________
I Contact Name:__________________
N
F Telephone Number:__________________
O
R D.O.L. Authorization ______Yes______No
M
A Reason for Rejection:____
T
I D.O.L. Authorized Signature:__________________________
0
N Date:____________________

State of New Hampshire
Department of Labor

Approval Form for Non-Paid Work-Based Activities under RSA 279:22-aa
(Please type or print all information)

School/Institution____________________(check one) Secondary_________ Postsecondary________ Other_________

Address____
(Street) (Town/City) (State) (Zip Code)

School-to-Work Partnership Name:____

Contact Person__________________________________Title__________________Tel.__________________

Type of Placement (check one): (See description in tool kit)

Job Shadowing__________Clinical___________Course Related Work Experience___________Internship___________

Mentor Program__________________________Service-Learning___________________Other____________________

Career Interest/Objective:

Is academic credit given for this program? Yes_________________No________________

Max hours per student_______Days per week_______Total number of days at business site____________________

Supervision: Please describe how the student(s) will be supervised and by whom_________________________

____

____

1. Does each place of business have a safety program? Yes_______No_______Explain____________________
2. Is there any hazardous equipment involved? Yes____________No ____________Type?____________________
3. Has all Safety Training been completed (as applicable to each site)? including specific safety training for equipment as noted above. Yes_______No_______Explain____

The information provided is accurate and we guarantee that this placement in no way establishes an employee/employer relationship between the students and the business site at which they are placed.

Attach list of businesses participating in this placement. Must include: Name of business, address, phone & contact person Notify the DOL of any additions to this list. Also attach a sample copy of Agreement or Contract for this program.

Authorized Signature________________________________Title___ ______________________________

For D.O.L. use only.
Approved______Rejected__________D.O.L. Authorized Signature____________________________Date_________
Reason for Rejection:____

White copy/Institution **Yellow**/Placement Coord. **Pink**/Business **Gold**/Dept. of Labor

NH Department of Labor
PO Box 2076, Concord, NH 03302-2076 - 603-271-3176

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Work-Based Learning Student Accident Insurance

The Work-Based Learning (WBL) accident insurance program provides benefits to cover non-paid activities performed by a student at an approved WBL place of business during the specified times as authorized by the parties responsible for the placement of the students. The policy also includes limited coverage for travel directly to or from the WBL place of business, for such travel time as may be necessary.

Each district in the WBL program will provide Monitors to supervise students participating in work-based learning. "Monitors" are contractual school employees who have been authorized by the school to teach, supervise and oversee students during their work-based learning activities. Their duties include:

- Coordinate a WBL place of Business approval process;*
- Develop individualized work-based learning plans consistent with students' interests and competencies;
- Review and coordinate student learning plans and WBL place of business visits;
- Coordinate activities with WBL place of business supervisors/mentors;
- Regularly follow up with each student regarding the student's work-based learning experience(s); and
- Periodically visit each WBL place of business to evaluate work-based learning experience(s).

Each school will maintain and make available to NHSBIT upon request a list of the names of the Grades 7-12 students who are participating in work-based learning activities.

---

* Each site will be submitted for Department of Labor prescreening and approval under RSA 279:22aa prior to program inception. The Department of Labor will confirm:
  a. Compliance with safety provisions of the workers' compensation law:
    5 or more employees - Joint Loss Management Committee(s) established.
    10 or more employees - submission and approval of annual safety program summary that includes details of safety training program for all employees
    Workers' Compensation coverage in effect
    Claims history review (frequency and lost time only)
  b. Compliance with other labor statutes:
    Documented outstanding youth employment violations and/or frequency of non-compliance with youth employment laws.
    Pending wage, protective legislation and whistleblower claims

NEW HAMPSHIRE SCHOOL BOARDS
INSURANCE TRUST

STUDENT ACCIDENT INSURANCE FOR WORK-BASED LEARNING

cut costs of injury and litigation insurance, provides faster recovery and more coverage to injured students and increases business participation

Why you need it

- Workers' Compensation insurance doesn't apply and General Liability doesn't cover student injury unless negligence is a factor.
- The school district has increased risk with students traveling and working off-site and is assuming the risk of their business partners for young, inexperienced workers.
- Students may not have health insurance of their own and are likely to sue to recover costs of any injury; the outcome is uncertain and often delayed.

Benefits

- Medical costs are immediately reimbursed, without the need to prove fault.
- Because their expenses are paid, parents are less likely to sue the site or the school, keeping your liability insurance premiums lower.
- Businesses are more willing to participate because their exposure is reduced.

Coverage

- The policy includes both medical and catastrophic expense, such as disability income replacement, up to $1,000,000.
- It applies at the work site and during travel directly to and from work.
- It pays in addition to, so does not duplicate, other available health insurance.
- The cost is low, $3.90 or less per student in the WBL program.

(See attached coverage summary and application form.)

WORK BASED LEARNING STUDENT ACCIDENT INSURANCE

presented by

NEW HAMPSHIRE SCHOOL BOARDS
INSURANCE TRUST

in cooperation with the

NH Departments of Education and Labor

1997-98 APPLICATION

School District: ______________________

SAU #: ______________________

Address: ______________________

____

Maximum number of Grades 7-12 students who will be at places of business for Work-Based Learning (WBL) during the 1997-98 school year*: __________

x $3.90/student =
Amount enclosed $__________

In consideration for being able to purchase student accident insurance for its Work-Based Learning program through NHSBIT's WBL Student Accident Program, the school district affirms and agrees that:

1. It is offering WBL opportunities authorized and approved by the NH Departments of Education and Labor for the 1997-98 school year.
2. It is and will remain in compliance with the rules, regulations and operating guidelines promulgated by federal, state and local officials.
3. It hereby applies for and agrees to pay to NHSBIT for $1,000,000 accident medical insurance with catastrophic benefits, **by check accompanying this application** in the amount of $3.90 for each *'eligible WBL student' shown above. Notice of effective date will be sent, beginning when payment is actually received by the insurers and ending on October 1, 1998.
4. It will promptly submit and certify any claims for benefits under this coverage directly to the insurance carriers using the prescribed claims forms.
5. Since coverage for the group will be contracted for in reliance on the participation of each applicant, it will not withdraw this application, unless acted upon within thirty days and agrees to maintain coverage throughout the 1997-98 school year.

______________________ ______________________ __________

Authorized Signature Title (Supt. Or Bus. Official) Date

Return with payment to: NHSBIT, 46 Bay Street, Manchester, NH 03104

SPECIMEN COPY

INSURING PROVISION

(Coverage for Sponsored Activities, Including Travel To and From)

This provision applies only to the class or classes of Insured specified on the Plan of Insurance.

The Insured is covered for injuries received while insured under this provision. Such injuries must be received while: (a) participating in activities sponsored and supervised by the Policyholder; (b) traveling during such activities as a member of a group in transportation furnished or arranged for by the Policyholder; (c) traveling directly to or from the insured's home premises and the site of such activities.

EXCEPTIONS AND LIMITATIONS. This provision does not cover:

(a) injuries resulting form air travel, except while a passenger for transportation only;
(b) the cost of eyeglasses, contact lenses or examinations for either;
(c) the cost of dental treatment, except as specifically provided for injuries to sound, natural teeth;
(d) injuries covered by workers' compensation or employer's liability laws;
(e) injuries caused by an act of declared or undeclared war;
(f) treatment of hernia;
(g) suicide or attempted suicide, sane or insane.

NOTE: For most schools who have Non-owned or Hired Automobile coverage for Automobile Liability, the vehicle owner's policy would be primary in case of injury to a passenger, with the district's secondary (unless, of course, the accident also involved fault by another driver of another vehicle).

F. Guidelines for Approval of Building Trades Activities

zabeth M. Twomey
COMMISSIONER
Tel 603-271-3144

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

TO: Vocational Directors/Principals

FROM: Ed W. Taylor, Ph.D. EdWT
Education Consultant

RE: Guidelines for Approval of Building Trades Activities

DATE: September 28, 1998

Following are guidelines and information relative to annual approval of your building trades program practical work activities:

1. Each approved building trades program that performs practical work activities off the high school site must submit a Form BC-1 and BC-2 for approval of the activity by both the NH Department of Education and the NH Department of Labor. Annual forms must be submitted to John Varrill, NH Department of Education, 101 Pleasant Street, Concord, NH 03301 for each activity and approved by both agencies prior to the commencement of the work activity.

2. Each approved building trades program whose practical work activities are all performed on the high school site must submit an annual letter to John Varrill(by November 1st) indicating that no work activities will be performed off the school site for that school year.

3. Below is a list of building trades program names and CIP codes that are subject to these guidelines:

   CIP 46.0201 - Carpentry, Building Trades, Building Construction, etc.

   CIP 46.0302 - Electrician, Electricity, etc.

   CIP 46.0501 - Plumbing, Pipefitting, Steamfitting, etc.

   CIP 47.0201 - Heating, Air Conditioning, Refrigeration, etc.

   CIP 48.0703 - Millwork, Cabinet Making, etc.

4. All building trades students must be 16 years of age to participate in off-site construction activities; this is a waiver of the 18 year old requirement, which can only be granted by the Department of Labor.

5. The primary concern of the Department of Labor is related to insurance coverage for students and supervisors through Worker's Compensation when an employee-employer relationship exists in the off-site practical work activity. If such a relationship exists, then Worker's Compensation coverage must be provided by the school or by the recipient/ benefactor of the work activity. The Worker's Compensation Law bars an employee who is injured on the job from suing his employer when the employer is subject to the law.

6. A school/district may establish a non-profit Building Trust which would govern the particular building trades program(s) activities and would receive and disburse all revenues related to each activity. The trust would not be required to carry Worker's Compensation coverage.

7. Under RSA 198:4-c, any school district may appropriate money to establish a revolving fund to aid instruction in the building construction trades. The fund shall be used to pay the necessary costs of construction projects which are carried out as part of the instructional program, including the purchase of real estate. No project shall be undertaken unless the fund contains enough money to cover the proposed budget. When the building is completed, it shall be sold and the money received put into the fund for use in another construction project. This type of activity would not require coverage under the Worker's Compensation Law.

8. A building trades program/school may enter into a written agreement with an individual/group to build or provide student supervised labor activities off the school site, and the individual/group would pay all related expenses (i.e., transportation; tool wear, tear, and replacement; building materials, etc.) for the project. This type of activity would not require Worker's Compensation coverage.

9. In those situations where building trades students and staff are not covered by Worker's Compensation, the NH Department of Education highly recommends that they be covered by some other type of health/accident insurance.

10. Any school building trades project done by students who work on the project outside the regular or normal school day requires that students receive at least the minimum wage for such time spent and be covered under the Worker's Compensation Law.

11. If a building trades Trust's off-site practical activity does not handle all finances pertaining to the project but instead receives a monetary donation in excess of normal and usual project costs, then an employee-employer relationship would exist which would require Worker's Compensation coverage. "Normal and usual project costs" means those costs associated with student transportation; building trades tool wear, tear, and replacement.

12. An employee-employer relationship would also exist under the arrangement in #8 above, where monies received by the building trades/school program were in excess of the normal and usual costs associated with student transportation and tool wear, tear, and replacement.

13. Any funds received from these off-site work activities, in excess of actual project costs, can only be used in support of the building trades program's activities which generated the revenue.

Attached, please find the Department of Labor's Guidelines for Building Construction Programs concerning these matters. Also attached are the BC-1 and BC-2 Forms for School Year 1998-99.

Should you have any questions concerning these matters, please contact me at 271-3886. If you wish to contact the Department of Labor, please direct your inquiries concerning these matters to Cynthia Flynn at 271-2597.

EWT:jv
Enclosures

BC-1

APPLICATION FOR APPROVAL OF OUT-OF-SCHOOL BUILDING CONSTRUCTION PROJECTS

(To be submitted in TRIPLICATE prior to start of out-of-school construction projects)

1. Provide a short description of the project:

   ____

   ____

   ____

2. Proposed duration of the project: From_________19__
   To_________19__ 20__

3. Location of the project:______________________________
   Street Town

4. The project is conducted as a part of the ______________ vocational program
   __________ C.I.P.

5. The teacher(s) responsible for this program are:

   ____

   ____

   ____

6. What agency/organization/individual has the responsibility for provision of the building site, supplies, and materials?

   ____

7. What agency/organization/individual has title to the completed structure?

   ____

8. What is the estimated value of the finished project?

   $________

9. For what will funds in excess of costs acquired by the sale or compensation of this project be used? Who will be in control of these funds?

   ____

   ____

BC-1
Page 2

10. Are students provided Student Workmen's Insurance?

___Yes ___No

Who provides this insurance?______________________________

The above statements are accurate to the best of my knowledge and belief.

____
Superintendent of Schools

____
School District

____
Address

****

VOCATIONAL EDUCATION APPROVAL:

Approved Vocational Program: ___Yes ___No Date:____________

Name:____________________________Title:________________________

DEPARTMENT OF LABOR APPROVAL: ___Yes ___No Date:____________

Name:____________________________Title:________________________

REASON FOR DISAPPROVAL:

One copy retained by Dept. of Labor and Dept. of Education; one copy returned to Superintendent's Office.

EWT/jv

RETURN TO: John Varrill, NH Dept. of Education, 101 Pleasant Street, Concord, NH 03301-3860

BC-2

STUDENTS PARTICIPATING IN APPROVED BUILDING CONSTRUCTION PROGRAMS

1 Name of Student	2 NAME & LOCATION OF PROJECT	3 CLASS IN SCHOOL	4 AGE AT START OF SCHOOL	5 ESTIMATE TOTAL HOURS TO BE SPENT WORKING ON PROJECT	6 HOURS OF DAY WHICH WORK WILL BE PERFORMED	7 DAYS OF WEEK WORK WILL BE PERFORMED	8 PARENT OR GUARDIAN APPROVAL ON FILE
EXAMPLE:							
John Brown	New House Construction 1122 Riverside Dr. Nashua, NH 03060	Sr.	17	320	8 am - 10 am	Tues-Fri	Yes

STATE OF NEW HAMPSHIRE
DEPARTMENT OF LABOR
CONCORD, NEW HAMPSHIRE 03301

Guidelines for Building Construction Programs

1. Nature of Guidelines: These guidelines are to facilitate the administration and enforcement of RSA 279:22-aa* with respect to payment of wages and control of school building construction programs.

2. Approval Application: Application for approval of a building construction program shall be filed by the proper school authority with the Labor Commissioner, in writing, stating students' names, facts and pertinent data, no standard form being prescribed, with authorization required prior to start of the program.

3. Guidelines: The following guidelines will be considered by the Labor Commissioner in determining approval for a building construction program:

   (a). All labor performed during school hours may be done for no wages. If students work during their non-school hours, the applicable minimum wage must be paid.

   (b). Students must be at least sixteen years old to participate in the program.

   (c). The on-site construction shall be considered an extension of the classroom, an educational learning experience, and is an integral part of the educational program.

   (d). Students will meet all performance standards associated with building a structure, including safety practices and proper use of tools and equipment.

   (e). Strict control of hazardous working conditions must be maintained, according to the U.S. Department of Labor Child Labor Bulletin No. 101, Orders No. 5, 14, and 16; and the New Hampshire Youth Employment Law RSA 276-A:41.

   (f). Roofing, excavating, and operation of power-driven wood-working machines, which are listed as hazardous occupations, may be carried on by the students, but shall be intermittent and for short periods of time and under the direct and close supervision of a qualified and experienced person.

   (g). Students working on-site must be under qualified supervision at all times.

   (h). Workmen's compensation must be provided for every student and supervisor enrolled in the building project when an employer-employee relationship exists. Normal student insurance policies are not considered sufficient. (The workmen's compensation coverage would be strictly for medical purposes, especially important in a case of long term disability. This would not guarantee any wages as the students are not being paid while engaged in working on the project during school hours.)

   (i). Written authorization form parents or guardians shall be obtained and placed on file by the school before students may participate in the program.

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(j). When approval of the program is granted it shall be for only one such building project each year in any one secondary school, or at the Labor Commissioner's discretion. Approval of a program may be revoked after an alleged violation of the foregoing provision or of the provisions of these guidelines is substantiated.

(k). The New Hampshire Labor Department shall have the right to conduct periodic inspections of the project on-site, and of school records such as hours worked, etc.

(l). Each school conducting an approved building program will be required to submit reports to the New Hampshire Labor Department. These reports, to be submitted each semester, shall include the following data:
  - (1). name of each participating student;
  - (2). number of students involved at the initiation of the project;
  - (3). number of additions and/or deletions of students;
  - (4). number of hours of labor performed by each student;
  - (5). an assessment of progress.

4. These guidelines promulgated by the New Hampshire Labor Department do not negate, exempt, or set-aside any requirements by the U.S. Department of Labor, or other state agencies for such programs.

August 17, 1976 ____________________ Robert M. Duvall

Date Commissioner of Labor

*RSA 279:22-aa [redacted] High School Students. Upon application by a participating employer or proper school authority, the labor commissioner may establish a sub-minimum wage rate, or no rate, for high school students working for practical experience, if circumstances warrant. Guidelines shall be established by the labor commissioner to determine whether an employer-employee relationship exists between participating parties for such work in respect to existing labor laws.

BEST COPY AVAILABLE

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
101 Pleasant Street, Concord, NH 03301

MEMORANDUM OF UNDERSTANDING

This vocational education cooperative work experience (training) program has been approved subject to the terms of this agreement, including the following conditions:

1. The program is under the direct supervision of a full-time coordinator or teacher-coordinator with adequate release time.
2. The signatures will indicate approval by all parties involved.
3. The student-learner will be receiving instruction in an approved school and will be employed pursuant to a bona fide Vocational Cooperative Education Program in order to further his/her vocational education.
4. The student-learner will neither displace a regular worker now employed, nor substitute for a worker who would ordinarily be needed by the employer.
5. A schedule of organized and progressive work processes to be performed on the job has been prepared.
6. Safety instruction will be given by the school. While on the job, the student will receive safety instruction from and be under the direct supervision of a qualified representative of the employing organization. Specific machines upon which he/she will work and other hazardous operations on which he/she will work are itemized.
7. The student-learner agrees to perform his/her duties in a loyal and faithful manner and to work for the best interest of all concerned.
8. This program may be terminated at any time by the high school vocational director, the coordinator, or the principal to assure the best interest of all concerned.
9. This program shall comply with all federal, state, and local laws and regulations.

[illegible]. If applicable, the waiver of hazardous occupations restrictions (New Hampshire Youth Employment Law Chapter 276A:4, 1) is granted when this agreement is approved by the Department of Labor.

> NOTE: This exemption for employment of a student-learner may be revoked in any individual situation wherein it is found that reasonable precautions have not been observed for the safety of minors employed thereunder.

11. The employer agrees to furnish an evaluation of the student-learner's progress, adaptability, and attitude approximately once a month. (Forms will be furnished by the coordinator).
12. "The employer and school assures that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or handicap."

This program of part-time Cooperative Vocational Education has been approved by the New Hampshire Department of Education Division of Vocational-Technical Education consultant in the training program area.

____
Consultant

This program, as set forth in the Memorandum of Understanding, has been reviewed by the New Hampshire Department of Labor for compliance with New Hampshire labor laws. The hazardous occupations restrictions, if any, are hereby waived during the hours of training as stated herein.

____________________	____________________
Date Signed	for the NH Department of Labor

EQUAL OPPORTUNITY EMPLOYER - EQUAL EDUCATIONAL OPPORTUNITIES

(over)

[illegible]

SCHOOL CONDUCTING PROGRAM

Name:

Address:

(Teacher/coordinator's signature)

Type of Program: # of Minutes of Related Instruction Weekly:

(Co-op coordinator's signature, if applicable)

STUDENT-LEARNER SECTION

Name:

(Student-learner's signature)

Address:

Telephone #: Grade Level: Date of Birth:

Occupational Objective: SS #:

Hours in School Daily: # Hours Employment Daily:

(Parent's or Guardian's signature)

EMPLOYER'S SECTION

Name of Establishment::

Kind of Business: Phone #:

Beginning Date of Employment: Anticipated Date of Ending Employment:

Starting Hourly Rate of Pay: Potential Hourly Rate of Pay:

As the employer, I am:	Yes	No
subject to the provisions of the Fair Labor Standards Act		
subject to the provisions of the State of NH minimum wage law		
covered under the provisions of the Workers' Compensation Act		
exempted from contributing to unemployment compensation Act		

(On-the-job supervisor's signature)

(Employer's signature)

TOPICAL OUTLINE of on-the-job operations the student will experience:

MACHINE TO BE OPERATED, or hazardous occupation:

IF HAZARDOUS, ATTACH SHEET OF EXPLANATION OF WORK AND EQUIPMENT USED.

HAZARDOUS WORK IS INCIDENTAL TO TRAINING; INTERMITTENT AND FOR SHORT PERIODS OF TIME.

AN INTRODUCTION TO SAFETY & HEALTH FOR ELEMENTARY SCHOOL CHILDREN

SAFETY
FIRST

I. Introduction

Elementary school age children are exposed to many safety & health hazards at home, at school or at play. The goal of this curriculum is to increase the awareness of young children to these hazards and to teach them the safe and proper methods of dealing with hazards in order to prevent serious injuries and illnesses.

II. Agenda

Several topics of concern will be discussed. It is not presumed that this information will address every possible safety and health issue that the child may become exposed to. There are many resources, such as local police, fire or health officials who can also provide safety and health information for this age group. A listing of some of the public and private agencies that can provide safety and health assistance is at the end of this information.

III. Fire Evacuation and Prevention

It is extremely important that everyone, including family members, be prepared and knows how to react in the event of a fire. There should be a plan to evacuate the building or house at the first notice of smoke or fire. This plan should include:

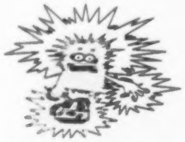
- escape route or routes to be taken;
- an assigned meeting place outside of the building;
- emergency telephone numbers visibly posted;
- how to evacuate (stay low as smoke will rise);
- what to do if trapped or doors are blocked; and
- practice this plan to be sure that everyone knows their responsibilities.

There are many sources of potential fires at home, or at school, that everyone should be aware of. If you should notice any of the following notify your parent, teacher or a responsible adult:

- Faulty, frayed or damaged electrical cords or wires;
- portable heaters too close to combustible materials;
- open flames from stoves or fireplaces;
- grease fires on the stove;
- clothes or paper left on top of clothes dryer; or
- gasoline, or other flammable liquid, near a heat source.

Serious burns can also result from contact with:

- boiling water;
- heaters;
- escaping steam;
- flames; and
- burners on the stove.



IV. Prevention of Electrical Shock or Electrocution

Unintended contact with electrical current can cause serious injury or death. Electrical current is a constant flow of energy that will take every path available so it can return to its source. In our electrical systems we provide a safe path through *grounding* of all components and equipment. This allows electrical current to flow through devices such as lights, outlets, appliances or machinery and return to its source via the equipment ground. If any part of the electrical system is exposed, such as with damaged cords or wires, current will travel through anyone coming into contact with this area. You should report any of the following unsafe conditions to your parents or teacher:

- Electrical cords that are:
  - broken or damaged;
  - frayed;
  - dried out or cracked; or
  - lying under furniture or equipment and exposed to possible damage.

Another concern is the electrical outlet itself. Never place any object, other than electrical plugs, into an outlet.

Young children should be watched carefully as many very serious burns have resulted from children biting into electrical cords.

Never put anything other than a light bulb into a light socket, especially your hand or fingers.

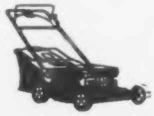
Keep all electrical appliances, such as radios or hair dryers away from water. *Don't take them into a tub, ever!* Water is a great conductor of electricity. Electrical current will flow very quickly through water. Many fatal electrocutions occur from electrical appliances in contact with water.

V. Hazardous and Poisonous Materials

There are numerous materials found today at home or at school that are extremely hazardous. This does not mean that they can't be used safely if proper precautions are taken. People who are required to use these materials regularly in business have to be trained on how to use them safely. It is not only by drinking or swallowing that these materials can cause severe harm. Many materials have toxic effects if they are simply breathed or come into contact with the skin. Know what you are opening or using!

- LABELS
  - All chemicals and hazardous materials are required to be labeled to indicate any dangers involved with their use;
  - Some chemicals are highly flammable and should not be near any source of heat or ignition. They are normally labeled in *red*;
  - Before ever using, or even opening any such material, be sure to read the warnings or cautions on the label; and
  - If for any reason the label is missing or you can't read it, do not use the material.

- BODY FLUIDS
  - Serious diseases such as Hepatitis and HIV (the AIDS virus) can be transmitted through contact with body fluids such as blood or saliva. If you should come into contact with blood, or someone who is bleeding, get help from someone who knows how to safely deal with the situation. Never touch or attempt to clean up the blood.



VI. Mechanical Equipment and Tools

Mechanical equipment that is not used properly or guarded can also be the cause of many serious injuries. Hazardous equipment such as saws, lawnmowers, and other powered mechanical equipment cannot be used by anyone in business under the age of 18. There are some exemptions for those teenagers who are in a supervised approved training program. This precaution is because of the hazardous components of these types of machines, such as:

- gears;
- drive belts and pulleys;
- chain and sprockets;

- rotating saw blades; and
- pinch or crush points.

These same types of tools and equipment can also be found in the home or in technical classrooms at school. Never attempt to use this equipment until you have been taught how to use it safely.

Resource List

Listed below are a few of the resources that teachers and schools may use to add to the above information. This list is only a few of the many government and private agencies and businesses that can used to obtain safety and health information.

YMCA-NH, 225-5061, CPR, First Aid and Water Safety

Health & Safety Council of NH, 228-1401, Various Safety and Health Videos, etc.

Fire Standards & Training, 271-2661, Fire Safety (household & industrial)

NH Department of Labor, 271-6297, Safety Division

Local Police/DARE Officials

Local Fire Department Fire Prevention Bureau

American Red Cross, 225-6697, CPR, First Aid, Rescue, etc.

SAFETY & HEALTH
AWARENESS
FOR MIDDLE SCHOOL STUDENTS

SAFETY
FIRST

I. Introduction

There is a great concern over the high number of children who are injured each year as a result of accidents and illnesses occurring in the workplace. Many of these injuries result from teens not being properly trained in recognition of workplace hazards or being adequately supervised.

As the teenage student begins his or her work experience, the following information will introduce them to some of the safety and health hazards they may become exposed to.

Knowledge of these conditions and hazards will help to prevent accidents, illnesses and injuries in the work environment, at home and at school.

II. Agenda

- Introduction to the laws which protect employees in the workplace;
- Safety precautions and possible hazards;
- Exposure to hazards of mechanical equipment, slips and falls, electrical and fire safety are a few of the areas that will be discussed in this section;
- Health concerns and precautions; and
- The main topics of discussion in this section will be the safe use of hazardous chemicals and materials, hearing protection, possible exposure to Hepatitis and AIDS from contact with body fluids and an introduction to ergonomics.

III. Safety & Health Laws

- All employers are required to provide employees with a safe and healthy work environment. Both the Federal government (OSHA) and the NH Department of Labor have enacted laws that are designed to help prevent injuries and illnesses at work;
- -All employees have the right to report any unsafe conditions to either agency;
- Student workers who are under the age of 18 are not allowed to work with powered equipment such as saws, meat slicers or other similar machinery;

- No worker under the age of 18 can operate a motor vehicle as a routine part of their job; and
- Any employee who is injured, or becomes ill at work is entitled to medical treatment, paid for by the employers workers' compensation insurance. It is required by law that all employers have this insurance to protect their employees should such an injury or illness occur. The insurance will also provide wages to the employee while he/she is unable to work.

IV. Safety exposures and precautions

MECHANICAL EQUIPMENT

As mentioned above, workers under the age of 18 are restricted from using many power operated tools and equipment. Hazardous components of such equipment can be:

- drive belts and pulleys;
- saw or mower blades;
- gears and sprockets;
- pinch or nip points;
- electrical connections;
- extremely hot or cold surfaces; or
- blades of meat slicers.

ELECTRICAL SAFETY

Electrical current is always seeking a path to return to its source. In our electrical systems we provide this path by grounding all components, thereby providing this safe path through the grounding system. Current will follow any and all paths that are made available to it. If a person, standing on the ground in water, or on a damp surface should contact a live electrical conductor, the current will flow through his/her body in order to reach ground and return to its source.

Unintended contact with the live parts of an electrical system can result in electrical shock, severe burns or electrocution. The human body is a very good conductor of electricity. Current can easily be transmitted through the body to ground. Never touch any open wiring or parts of the electrical system.

Damaged or frayed electrical cords should be reported and repaired before any further use. Never use any electrical appliance, such as hair dryers or radios, in a shower or tub. Never place any metal object into an appliance without first making sure that it is disconnected or unplugged.

Electrical breakers and fuses are safety devices found in the home which will trip or burn out if there is a fault in the system. These devices are intended to prevent fires from overloads on the system, *they are not designed to protect against* *accident contact with the system. A person can be electrocuted before the breaker or fuse will trip!*

In damp, wet or outside areas, such as bathrooms, cellars or near any sink, if electrical outlets are installed you should use an outlet with a reset button. This is called a "ground fault circuit interrupter" and it will protect you in the event of accidental contact.

FIRE SAFETY

Each year, more than 4,500 lives are lost (on average, 12 each day) and 21,500 people are seriously injured as a result of fires. Fire strikes a home in the United States about every minute. More than three-quarters of all fire deaths occur in the home.

Either at work or at home, there should be an established fire escape plan. Be sure you know this plan and where and how you should evacuate your home or place of work in the event of such an emergency. Remember smoke will rise so it is normally always safer to ***stay low and crawl if necessary*** to reach the door or evacuation point.

An important part of any escape plan is to have a meeting place outside of the house or business so you and the fire department can be sure that everyone is out safely. Make sure you know where emergency telephone numbers are posted.

Some common sources of fires are:

- faulty, frayed or damaged wiring;
- grease fires on stoves;
- careless smoking and disposal of cigarettes;
- use of flammable liquids near an ignition source; or
- heaters to close to combustible materials.

PREVENTION OF SLIPS AND FALLS

Falls are one of the top three causes of accidents and fatalities in this country. Many of these accidents and resulting injuries could have been prevented if precautions were taken. OSHA and the NH Department of Labor both have established rules to prevent such occurrences from happening in the workplace.

Anyone working on an elevated surface more than ten feet above the ground should be provided with some means of fall protection. This can include:

- barriers or rails around the work area;
- safety harnesses secured to a fixed location;
- fall protection device for ladders; or
- safe access to and from elevated work areas.

Slips and falls are also common in the restaurant business. Kitchen floors must be kept as dry as possible and spills must be cleaned up immediately to prevent accidents from occurring. Many restaurants require all employees to wear shoes with slip-resistant soles in order to help prevent falls.

Make sure that stairs are free from any items that someone could trip on, whether at work, school or at home.

Be sure to report any unsafe walking or working surface to your supervisor at work, your teacher at school or your parents at home, so repairs can be made to reduce the chance of someone getting seriously injured.

V. Health hazards and awareness

HAZARDOUS CHEMICALS AND MATERIALS

Anyone required to work with any substance which is considered to be hazardous must be:

- trained in the safe procedures for using the material;
- made aware of the hazardous nature of the material;
- provided with all the necessary personal protective equipment to work with the material safely;
- trained in the proper use and reasons for wearing the personal protective equipment;
- aware of the symptoms of over-exposure to the material;
- provided with a copy of the material safety data sheet of the material upon request; and
- taught how to read and understand the labeling system for all hazardous materials.

Material Safety Data Sheets (MSDS)

These information sheets provide you with all necessary information to use a hazardous material safely. It is required by law that all suppliers of hazardous materials provide these sheets to the user. Some of the information which you will find on these sheets includes:

- name and address of the manufacturer
- name of the material
- hazardous nature of the material, for example:
  - flammable
  - toxic
  - explosive
  - routes of entry
    - inhalation
    - ingestion
    - absorbed through the skin

- technical information
    - boiling point
    - temperature at which it will ignite
    - compatibility with other materials or water
    - special fire fighting procedures
    - personal protective equipment required.

HEARING CONSERVATION

Constant exposure to loud noises, either from machinery at work, or music, can cause permanent hearing impairment or loss. In the work environment, the employer must establish a program to prevent employees from experiencing hearing loss. This program must include:

1. Engineering controls to deduce the high noise levels;
2. Administrative controls to try and reduce the amount of time any employee must be present in areas of high noise levels;
3. Provide affected employees with proper and effective hearing protection, and assure that it is worn; and
4. Provide annual hearing testing for those employees who have to work in the areas with high noise levels.

BLOOD BORNE PATHOGEN

It is extremely important that everyone understand the potential serious health hazards involved with contact of body fluids. Hepatitis A & B and HIV (the AIDS virus) can be transmitted simply by contacting the blood, sweat, saliva or semen of an affected person. It is for this reason that anyone who may, during the course of their work, be exposed to possible body fluids be trained in the safe procedures for dealing with this hazard. This training should include:

- proper use of personal protective equipment;
- housekeeping and cleanup procedures;
- vaccinations ;
- exposure control methods; and
- disposal of contaminated materials and equipment.

The important thing to remember if you should see blood or someone bleeding is to assume that the blood is contaminated and take the necessary precautions. Latex gloves should always be used whenever touching or cleaning up any body fluid such as blood. If you have not had the proper training, do not come in contact with the fluid. Get someone who has this training and knows how to safely deal with it.

ERGONOMICS

Each year more and more injuries are being reported for such things "repetitive motion trauma", "carpal tunnel syndrome" and back strain or injury. Ergonomics is the term used to describe the effort to study workplace injuries of this type and to redesign workstations and work methods to help prevent them from re-occurring. Many factors are taken into consideration to help reduce the possibility of repetitive type injuries such as;

- weight and size of materials or tools being used;
- motions required of the work being accomplished, such as twisting, turning, squeezing or lifting; and
- number of hours spent doing the task.

Some methods that are being used to help prevent injuries related to repetitive motion are:

- reducing the amount of time spent at the task;
- periodic exercise;
- moving people from one job to another which doesn't require the same repetitive motions;
- using better designed tools and equipment to perform the job; or
- reducing the weight and size materials being used.

VI. Sources of information

There are several sources of information available on safety and health issues. Listed below are but a few of the agencies that can provide assistance.

- NH Department of Labor - Safety Division
  95 Pleasant Street, Concord NH
- US Department of Labor (OSHA)
  Pleasant Street, Concord, NH
- Local fire and police departments
- NH Health & Safety Council
  Manchester Street, Concord NH

AN INTRODUCTION TO OCCUPATIONAL SAFETY & HEALTH FOR THE HIGH SCHOOL STUDENT

I. Introduction

Each year, approximately 70 adolescents die from injuries at work. Hundreds more are hospitalized and tens of thousands require treatment in a hospital emergency room.

The intent of this program is to introduce the high school student to the many aspects of occupational safety and health that they may be exposed to in their work experience and to reduce or eliminate the high number of accidents and injuries that are occurring in this age group.

The student will be given a brief history of safety and health laws, along with an explanation as to the reason for their enactment. It is important that the student-worker be aware of the safety and health standards that apply to industry and exist to protect them from illnesses and injuries at work.

II. Agenda

- A background of occupational safety and health in New Hampshire that will give the student knowledge of the regulations, both state and federal, which are in place to protect them at work.
- The laws that provide for workers' compensation in the event of a workplace illness or injury will be explained briefly.

III. Overview

As students begin their work experience, it is extremely important they have a knowledge and understanding of the safety and health concerns in the workplace. What they can expect to become exposed to in the workplace, in addition to the impact that accidents and injuries have on both the employer and the employee, are key factors which make it necessary that all students are provided with education and training before they begin their work experience

IV. Background

In 1970, Congress enacted legislation which created the Occupational Safety and Health Administration (OSHA) to function within the US Department of Labor. The law was established to enable OSHA to develop and enforce safety and health standards in the private sector of general industry and construction. Similar legislation was also passed to create the Mine Safety and Health Administration (MSHA) to assume the same responsibilities for the mining industries. In New Hampshire, industries falling under the jurisdiction of MSHA would be companies doing business in sand and gravel, granite quarrying and any underground mining. The goal of this legislation was to reduce the increasing incidents of workplace accidents, injuries, illnesses and fatalities.

As OSHA and MSHA regulations applied only to private industries, many states, including New Hampshire, enacted and enforced similar laws to assure the same protection for those employees working in the public sector for cities, towns, counties and the State. In our state the "Public Employees Safety and Health Act", RSA 277, was enacted to provide these workers with the same safety and health protection that private sector employees were afforded.

In 1981, the NH legislature enacted the "Workers Right To Know" law, RSA 277A. This law was enacted to establish safety and health standards for employees required to work with hazardous substances. This law was later pre-empted in the private sector when OSHA enacted the Hazard Communication standard. The two laws were basically the same in that they required employers to:

- provide training to employees working with hazardous material;
- assure that all such substances were properly labeled;
- obtain and provide to any employees requesting a copy of the Material Safety Data Sheet (MSDS) for the substance;
- provide necessary personal protective equipment and training in its proper use and limitations; and
- establish safety procedures for spills and containment.

Another law, which went into effect in New Hampshire in 1994, was established to help reduce the number of accidents and injuries occurring in the workplace. Business and industry spearheaded this legislation as the goal was to significantly reduce the costs of workers' compensation insurance which all employers are required to have to protect their employees in the event of an accident or injury at work. The basic components of this law are:

- All employers with 5 or more employees must establish a "Joint Loss Management Committee" at their place of business;
- The committee, made up of equal representation from management and employees is to:
  - review all accidents and incidents
  - perform self inspections of the workplace

    - assist in the development of the safety program; and
    - make recommendations to resolve safety & health issues;
- All employers with 10 or more employees must establish a written safety program which addresses all of the safety and health concerns in the workplace and file a "Safety Summary Form" with the Department of Labor biennially by January 1st; and
- Civil penalties for non-compliance of up to $1,000 per day/occurrence can be assessed to employers who choose not to comply with this law.

V. Workers' Compensation

Students visiting businesses for work-based learning opportunities are not considered employees. However, when students enter the workforce as employees they should have knowledge of workers' compensation provisions. All employers are required by law to have workers' compensation insurance for all of their employees providing them with protection in the event of a workplace accident, injury or illness. This insurance, paid for by the employer, is available to pay any medical costs associated with the illness or injury and to provide the injured person with wage compensation while he/she is unable to work as a result of the incident. Other services provided by this insurance can include:

- vocational rehabilitation;
- guaranteed job protection while out of work; and
- alternative duty work while the injured employee is recuperating and not able to the duties of their regular position.

The amount of premium an employer has to pay for this insurance is based upon the nature of the business, the number of employees to be covered and most importantly, the safety and health record of the company. Companies with low experience of on-the-job injuries and illnesses will pay considerably less for equivalent coverage.

It is for these reasons that-on-the-job safety and health is a major concern of employers today. An employer who does not have a good safety and health record may price him/herself out of business by having to pay substantially higher costs for workers' compensation insurance. Most companies that save money due to good safety records reinvest some of those savings in safety training and equipment.

VI. A Brief Overview of Safety and Health Regulations

Safety Standards:

- **Machine Guarding** - standards require that all points of contact with hazardous parts of machinery, tools and equipment must be guarded to prevent employees from accidental contact with these areas. Saw blades, belts and pulleys, gears sprockets, points of operation of such equipment as power presses, shears and press brakes are just a few of the areas where guarding is required.

- **Electrical Safety** - preventing electrical accidents, electrocutions and fires are the concerns addressed in this standard. Some of the procedures covered by these standards include the following:
    - safe procedures for electrical installations in the construction industry;
    - electrical maintenance;
    - design of electrical systems;
    - safeguarding of all live parts of the electrical systems; and
    - proper grounding of electrical systems, tools and equipment and special precautions for hazardous locations, such as where flammable or explosive vapors may be present.

  The National Fire Protection Association publishes the National Electrical Code that is the standard accepted by many for safe electrical installations.

- **Lockout/Tagout** - this regulation establishes the required procedures for de-energizing machinery and equipment before any work can be performed to prevent unintentional start-up while someone may be performing maintenance or otherwise working on the piece of equipment. All energy sources such as electrical, pneumatic, hydraulic, steam or gravity must be physically locked out and tagged before any work can begin.

- **Confined Space Entry** - when employees are required to enter into tanks, underground vaults, bins, vessels, pits or any other area with a restricted means of egress, procedures must be in place which detail the safety precautions that must be taken. Some of the items this plan must include are:
    - pre-testing of the air in the confined space for oxygen content or toxic vapors;
    - providing necessary personal protective equipment, such as respirators;
    - providing emergency rescue equipment at the location in the event the worker cannot exit on his own; and

  - providing an observer to oversee the employee while he/she is in the confined space.

- **Equipment/Vehicle Operation** - the # 1 cause of occupational accidents and fatalities in industry today is Motor Vehicle Operation. Federal and State youth employment laws prohibit anyone under the age of 18 from driving as a routine part of his/her job.

  Many state and federal agencies regulate safe operating procedures for highway vehicles, construction equipment and industrial vehicles. Training operators on how to safely operate such equipment is essential and required by law.

- **Construction** - regulations for safety and health in this industry are many. The constantly changing environment on a construction site creates a continual concern for safety and health. Regulations cover such areas as:
  - tool and equipment safety;
  - welding and cutting;
  - temporary electrical power;
  - scaffolding;
  - excavations and trenches;
  - concrete and masonry;
  - steel erection;
  - blasting and explosives;
  - fall protection;
  - hazardous materials; and
  - demolition.

Health Standards:

- **Hazardous Materials** - comprehensive procedures for dealing with hazardous materials are required of all employers by the "Hazard Communication Standard" for private sector employers and the "Workers Right To Know Law" for public employers. These regulations are very similar in that the main concerns are that anyone who is required to work with any hazardous chemical or material must be trained how to use it safely, be aware of the hazards involved, know the symptoms of overexposure, know and be trained in the proper use of any personal protective equipment required and any other aspects of the safe use of the materials. This regulation also requires that all such materials be properly labeled to indicate the content as well as the safety and health concerns.
- **Blood Borne Pathogens** - anyone, during the course of his/her job, who may be exposed to human blood or body fluids, must be trained in the safe procedures of dealing with this hazard to prevent possible exposure to

HIV (Human Immunodeficiency Virus) and Hepatitis. Safe procedures must include:

    - training in the use of personal protective equipment;
    - housekeeping;
    - vaccinations; and
    - exposure control and disposal of contaminated materials or equipment.

- **Hearing Conservation** - in areas where there is high levels of noise, a program must be established to attempt to engineer out the noise by use of barriers or enclosures or to provide the employees with proper hearing protection and enforce it's use.
- **Ergonomics** - repetitive motion trauma and body mechanics are a few of the concerns in this area. Fitting the employee to the job is extremely important. Job rotation is one method that can be used to attempt to reduce the injuries resulting from continuous repetitive motions. Some other methods that may also be used to minimize these injuries are:
    - lowering lifting capacities;
    - workstation redesign;
    - job task redesign; and
    - a program of regular exercise.

VII. Personal Protective Equipment - "*The last line of defense*"

Occasionally, it is not possible to eliminate all hazards from the workplace. At these times the employer, after exhausting all other methods of eliminating the hazard, may provide the employee with some form of personal protective equipment. This could include any of the following:

- hearing protection for extremely loud areas;
- respirators for areas where toxic dusts, fumes, gases or vapors may be present;
- eye protection whenever there is a possibility of flying particles entering the eyes;
- hard hats for construction jobs or wherever there is chance that falling material could hit someone in the head, foot, hand or other protection as needed to safeguard the employee from possible injuries or illnesses;
- The employer, at no cost to the employee, must provide any personal protective equipment that is only used at the workplace. If the equipment can be worn away from the workplace, such as work boots or sneakers or shoes with anti-slip soles, it may be the responsibility of the employee to pay for it; and
- It is important to remember that whenever personal protective equipment is required, the employer must provide training for those employees who will be using the equipment. This training must include:

- an explanation of the hazard and the reason for wearing the equipment
- the proper way to wear and maintain the equipment
- the limitations of the equipment
- symptoms of overexposure to the substance present
- the wear must demonstrate that they can properly don and maintain the equipment before being allowed to use it.

VIII. Fire and Emergency Preparedness

Emergency pre-planing is extremely important, as the first few moments of any such incident can be critical These apply not only at work, but also at school or at home. Employers are required to develop and practice an evacuation plan so that everyone knows where to go and whom to contact in the event of a fire or medical emergency. Be sure you understand this plan and know what your responsibilities are. If you haven't established an emergency plan at home, convince your parents of its importance so if they're away, emergency contacts and telephone numbers are available to everyone.

Regulations and recommendations dealing with emergency evacuation and response can be found in the following areas:

- Life Safety Code of the National Fire Protection Codes
- OSHA and MSHA standards
- New Hampshire state laws and regulations
- American Red Cross
- Health and Safety Council of New Hampshire

November 4, 1998

RECEIVED
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TO: All School Superintendents and
Work Based Learning Coordinators

FROM: Diane M. Symonds
Commissioner of Labor

This agency has been requested to clarify the requirements of RSA 281-A:64 which specificly addresses to the safety provisions of the Workers' Compensation Law.

All employers with five or more employees are required to establish a joint loss management committee made up of workers and management representatives to address work place safety. All employers of ten employees or more are required to establish the joint loss management committee and file a safety summary form with this agency (biennially) reflecting their current safety program. These requirements are reviewed whenever a business site is proposed for work based learning activities. As a result of our reviews, we have found that a number of businesses are not in compliance. As such, we have offered our assistance to the regional and local coordinators in order to bring these businesses into compliance. These provisions are very important to the business, their employees and certainly any students who would be visiting their sites for work based learning activities. It is this agency's responsibility to ensure that all employers subject to these provisions are in compliance with the requirements; therefore, we are more than willing to offer assistance to these businesses. Our safety staff has been trained to act as a resource versus an enforcement mechanism in order to gain the cooperation of businesses and ensure work place safety in New Hampshire.

In the past we have provided the information to the local coordinator and asked that they notify the business. We have taken this step so we do not interfere with the partnership building effort between the school district and the business. However, we have been asked on many occasions to follow-up with the business directly which we are more than happy to do. We do not automatically assess a business a civil penalty if they are not in compliance, rather we will notify them, offer the resources necessary for compliance and then allow them a time period to complete their filing requirements.

BEST COPY AVAILABLE

If there are any additional questions or concerns from any of the school districts, please contact Jack Jarvis, our Safety Manager, or me for any additional information.

State of New Hampshire

Department of Labor

ne M. Symonds
Commissioner of Labor

David M. Wihby
Deputy Labor
Commissioner

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July 21, 1998

TO: Kim Runion
Department of Education

FROM: Diane M. Symonds
Commissioner of Labor

RE: Work Based Learning

As we discussed, out-of-state work based learning experiences would be covered under the student accident policy so long as the student is supervised, the site is approved by a guidance counselor or school district and the experience meets the same criteria as we require for work based learning in New Hampshire. I believe this will certainly help those attempting to place students in Southern and Western Maine as well as Eastern Vermont in work based learning opportunities. Although we have no jurisdiction to prescreen these employers, I strongly suggest that some attempt be made to discuss this with the Vermont School-to-Work Office as they may be providing the same type of screening service. Again, it is very important that the student be supervised by their school district's faculty member, coordinator or site supervisor, whomever is responsible for the day to day activities.

The pre-screen lists and the program approval form(s) can be faxed to this agency and we will fax a response. We have modified our procedure to accept these versus holding up approvals because of the delays in mail, etc. Additionally, whenever a business site does not meet the criteria for an approved pre-screen, final review will be made by our Safety Manager in order to schedule follow-up for compliance with the safety provisions of the workers' compensation law.

We are close to completing our Web site information and as such, school-to-work would be included. We hope to have the pre-screen criteria and approval forms up when we release our Web page within the next few weeks. If you or any of the regional coordinators have any questions, please encourage them to contact Jack Jarvis, Cindy Flynn and me. I would appreciate it if you would share this information with the regional coordinators so they can disseminate it to the local coordinators as soon as they are back from summer vacation.

lizabeth M. Twomey
COMMISSIONER
Tel. 603-271-3144

1776

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
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To: School-to-Work Coordinators

From: Elizabeth M. Twomey, Commissioner of Education

Subject: Clarification of Criminal Records Check for Employers Providing Students with Workbased Learning or Co-Op Opportunities

Date: May 7, 1998

The Department of Education was asked to clarify whether employers who provide Workbased Learning Experiences or Co-Op Opportunities are required to complete a criminal history records check based on RSA 189:13a.

The provisions of RSA 189:13-a, School Employee Background Investigations, applies to employees of school administrative units, school districts and charter schools. RSA 189:13-a also establishes certain requirements for volunteers, subcontractors and contractors who contract with the school administrative unit, school districts or charter schools. When a business or community-based organization provides Work-Based learning or Co-Op experiences for students, it is neither contractors/subcontractors nor volunteers. Therefore, employers who provide Workbased Learning Experiences in Co-Op opportunities are not required to adhere to the provisions of RSA 189:13-a.

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TDD Access: Relay NH 1-800-735-2964
EQUAL OPPORTUNITY EMPLOYER – EQUAL EDUCATIONAL OPPORTUNITIES

Glossary of Selected School-to-Work Terminology

This glossary provides proposed definitions for selected terms and phrases used widely in the school-to-work field, particularly in New Hampshire. The definitions are meant to be guidelines and starting points in an ongoing conversation, not as directives that end discussion.

Academic/career plan A document, prepared in middle school with each student, that notes the long-term goals of that student and the necessary steps to achieve those goals. This is a dynamic document, requiring continual revision as the student matures and changes goals.

Academic rigor assures students that what they learn will prepare them for demanding economic, social, and political adulthood. Work-based learning, to be academically rigorous, must lead students to acquire and apply knowledge related to one or more discipline. This helps students develop skills in problem-solving and other forms of higher order thinking.

Active learning means that the students spend time "in the field"--in a workplace or community setting--exploring and investigating. Learning is active if it requires multiple methods of research, media, and sources, and if it results in a product with usefulness outside of a school setting.

Adult relationships can take multiple forms, but at least two things should happen. First, at least one adult should work closely enough with a student to demonstrate a broad skill set and a career history. Second, a student should get the chance to observe adults in the modern work world (working in teams, using transferable skills, etc.) and apply what they learn to their own studies (project work with other students, etc.). Common adult roles include worksite supervisor and career mentor.

All Aspects of Industry Refers to a comprehensive review of all areas/departments within the industry or industry sector a student is preparing to enter or is presently experiencing in their work-based learning program. All Aspects of Industry includes planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues and environmental issues.

Assessment Comparing individual student performance to predetermined standards. Assessment can be accomplished through a variety of means: standardized tests, exhibitions of knowledge, etc.

Assessment of work-based learning documents the intersection of the other four concepts: how deep is the student's understanding of the academic concepts? how active was the student in taking responsibility for his/her own learning? how relevant is the student's work to authentic settings beyond high school? how well have they leveraged their adult relationships? In quality work-based learning, students help set criteria for the assessment, engage in some form of self-assessment, and receive feedback from adults outside of the classroom.

Assessment, performance-based A type of "authentic" assessment that concentrates on the demonstration of the mastery of multiple high-level skills (critical thinking and analysis, sophisticated communication, artistic interpretation, etc.). While more conventional tests are technically "performance-based," the connotation of this term is that the student formally exhibits his/her knowledge in a unique and individualized way.

Authenticity assures students that what they learn will have relevance beyond high school. Authenticity is attained when opportunities exist to create or produce something that has personal or social value. It is most effectively attained when a real audience exists for the work completed.

Benchmarks The clearly defined performance standards of the school-to-work partnership. They break down long-term goals into identifiable milestones of success. For example, a goal to have "programs of study in which students master rigorous academic content through work on complex, real-world problems" might include benchmarks such as

- by the year 1998 (99, 00), x schools will have implemented school-to-work as a main vehicle for reforming teaching and learning.
- by the year 1998 (99, 00), y% of students in each of those schools will be in an identified school-to-work program of study (e.g., career cluster),

where the "x" and "y" increase over the years. Benchmarks typically require performance indicators--the way in which we will know (or can make an educated guess) that the benchmark is attained. In the example above, someone might ask, "How will we know that a student is in a school-to-work program of study?" The performance indicator for that benchmark might be:

- x% of students will take at least two academic subjects per year in which students learn by designing/applying solutions to real-world problems.

Career Clusters An organizing tool for providing a context for learning which links postsecondary and/or workplace entry to the high school curriculum. The State recognizes five clusters: Health & Human Services; Business Services & Commerce; Engineering, Manufacturing and Technology; Natural Resources; and Arts, Humanities, and Communications.

Career Majors An optional career-related focus in a student's program of study that is more specific than any one of the five career clusters. For example, a major of Psychology may exist within the Health & Human Services cluster.

Career Pathways Coordinated sequences of study including academic, work-based, and community-based experiences that represent a focus on a student's career interest. Local districts will have three options for developing career pathways for their students: 1) single pathway (academy model); 2) multiple pathways (through career clusters or other method); or 3) individualized pathway. Go to Career Pathways Material

Career talks Employers visit students and provide a glimpse of work in their industry or company.

Class Presentation As part of career awareness/exploration activities, community members, parents and employers are provided an opportunity to share with students their expertise, describing their occupations/careers and the relationships to learning/education.

Community Service/Service Learning With expert advice from a team of local partners (including employers), students design and implement a project or service which meets a need of their community.

Competencies Competencies (or proficiencies) are another way of defining standards so that they clearly set entry qualifications for the next step, typically two- or four-year college. Whereas transcripts, and often standards, focus on one academic discipline at a time, competencies focus on students' ability to demonstrate what they know and can do--in environments where disciplines must be integrated and new skill sets (e.g., problem solving) must be used. Attainment of competencies can be a condition of exit (e.g., from high school) or entry (e.g., into a postsecondary program of study).

Competency-based admissions A recent method (being piloted in Wisconsin, Oregon, and elsewhere) of basing admissions decisions on the attainment of competencies. Rather than solely using traditional, indirect measures (e.g., grade point average, SAT scores) for determining admissions eligibility, institutions use "competency profiles" to directly determine each student's capabilities and strengths. (In practice so far, these profiles are best completed and submitted by the student's secondary school, by individual teachers or teams thereof.)

Competency-Based Transcript A credential that records a student's demonstrated competency in both academic content courses and alternative learning experiences for the purposes of enhanced student placement in higher education and/or in employment.

Connecting Activities One of the three main components of school-to-work as defined by the School-to-Work Opportunities Act of 1994. Connecting activities are those resources that provide linkage among the elements of a school-to-work initiative and allow coordinated and smooth transitions. They include such activities as: providing coordinators or advocates that track the student's all-around progress and provide assistance and mediation when necessary; identification and recruitment of employers or other quality field exploration opportunities for students; orientation and staff development for stakeholders; and so on.

Cooperative Education A structured method of instruction whereby students alternate or parallel their high school or postsecondary studies, including required academic and vocational courses, with a job in a field related to their academic or occupational objectives. Students and participating businesses develop written training and evaluation plans that guide instruction and students receive course credit for both their classroom and work experiences. Credit hours and intensity of placements often vary with the course of study.

Credentials A concrete, portable statement of skill acquisition. Credentials can focus on statewide educational standards (e.g., diploma) or can focus on industry-wide skills standards.

Curriculum alignment A practice of joint planning (and occasionally team teaching) between the faculty of one educational institution and another. For example, History teachers from a middle school and high school may work together to determine a six-year sequence of content that covers international themes.

Curriculum, integrated A program of study in which students master required academic standards across grades and disciplines through work on complex real-world problems in the classroom, workplace, and community. The learning environment will provide relevance for students beyond a school environment; greater depth of learning and understanding; and greater connection to the whole community. The "program of study" can be within a course, or across two or more courses on the same (or even different) grade level(s).

Evaluation Comparing performance to standards or benchmarks. While evaluation is sometimes uses as a synonym to assessment, assessment typically refers to individual performance, whereas evaluation is focused on a local partnership's overall progress. Evaluations of this sort can be formative (while the initiative is in progress) or final (once certain long-term goals have been reached).

Field experiences This is the term given to the notion that not all work-based learning takes place in a traditional place of "work." It is meant, as an umbrella term, to encompass those experiences that are paid work placements (such as internships), as well as those created out of school-based enterprises, community-service initiatives, and any other setting where students leave the classroom and explore the world around them--as long as such experiences reinforce the five quality elements (authenticity, adult relationships, academic rigor, active learning, and assessment).

Field Trips An opportunity for students to spend time touring a business, non-profit organization or government agency. There are several objectives to Field Trips such as 1) introducing students to the world of work by giving them a well rounded career exploration experience and exposing them to the varied opportunities available; 2) exposing students to the personal and work/learning ethics and employability skills employers require and 3) demonstrating for student learners the complexity of a business and the cross-training of learning and work requirements within a place of employment.

Group visits Students visit the worksite to get a sense of general workplace culture, as well as the practices of a particular company.

Informational Interviews As part of career awareness/exploration activities, the student is requested to dialogue with an employer/employee regarding his/her particular job or career. This activity provides the students an opportunity to ask in-depth questions regarding specific job requirements such as: education level, entry-level, physical demands and issues relative to work conditions, availability of career mobility, academic relevance, etc.

Internships Employers provide structured work experiences that include workplace readiness and job-specific skill development and that connect to school-based learning. Ideally, students work in a number of departments or positions during their internships.

Job Fairs A group of employers provide information to students through one-on-one conversations, written materials, or small presentations.

Job Shadowing A student observes the daily routine of an employee and then "interviews" the employee about his/her work and education.

Mentoring Students are paired with employees who encourage development of academic skills and provide guidance on career-related, interdisciplinary projects, and workplace culture.

On-the-Job Training (employment) Through their jobs in the workplace, students receive hands-on training in specific occupational skills. A general term, "on-the-job training" is part of the activities described within cooperative education and registered youth apprenticeships.

Registered Youth Apprenticeships Typically, a multi-year program that combines school- and work-based learning in a specific occupation area/cluster and designed to lead directly into either a related postsecondary program or continued into a registered apprenticeship program. It is a formal program registered with the US Department of Labor's Bureau of Apprenticeship and Training or with an approved state apprenticeship agency. These programs follow strict guidelines as to the types of training and amount of training and related instruction time an aprentice receives.

Rotations Students move through a sequence of work experiences within a single company or industry that enables them to experience directly the tasks required in different jobs.

School-based enterprises To learn entrepreneurial and organizational skills, students create, manage, and staff a small business often with local business partners acting as consultants.